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Research findings on the black student and on predominantly Negro institutions of higher education in the US have clarified 2 sets of facts: (1) less than 6% of all students currently enrolled in US colleges are black, whereas almost 12% of the US college-age population are black, and (2) more than two-fifths of the black students attend predominantly Negro institutions, which represent 4% of the current 2,300 US undergraduate institutions. These findings have prompted the planning or implementation of programs at federal, state, and local levels for the purpose of increasing higher educational opportunities for black and other minority group youth. This report provides a black-nonblack comparison, in the form of a summary, of student characteristics by institution, race, and sex. The national norms presented were compiled from data provided by 12,300 black students and 230,582 nonblack students on a Student Information Form. All of the students were entering freshmen at 358 institutions in the fall of 1968. Characteristics included in the summary are age, high school grades, postbaccalaureate degree aspirations, selection of college major, parental education, religious background, family income, college choice influences, financial support for college education, marriage plans and career aspirations, and study habits. The data on which these comparisons are based appear in 24 tables appended to the report. (WM)

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THE BLACK STUDENT IN AMERICAN COLLEGES

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OFFICE OF EDUCATION

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We are also indebted to Gerald Richardson, who prepared and directed the computer programming and data processing tasks necessary to complete this project; to Mary Lee Gilmore, who undertook extensive bibliographic work for this report; and to Janet R. Liechty, who prepared the entire manuscript and the final copy for the tables of the normative data.

AEB
March, 1969 RFB

READER'S NOTE

The reader who is already acquainted with the design of the American Council on Education's Cooperative Institutional Research Program, who is not at the moment interested in technical details and methodology of the study, and who is familiar with previous reports on black higher education, is advised to turn directly to the summary, Black-Nonblack Comparison of 1968 Freshmen, beginning on page 15.

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The Black Student in American Colleges

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American Council on Education

During the past several years increasing numbers of social scientists have focused attention on the black student and on the predominantly Negro institutions of higher education in the United States. The research findings have clarified two predominant sets of facts: (1) less than six percent of all students currently enrolled in American colleges are black, whereas almost 12 percent of the college-age population in the United States is black; and (2) more than two-fifths of the black students attend the predominantly Negro institutions, which represent four percent of the current 2,300 American undergraduate institutions, with most of these Negro institutions exhibiting below average institutional excellence and student body quality.

In response to the needs disclosed by these findings, a number of programs are being planned or are being implemented, at Federal, state, and local levels, to alter the state of educational opportunity for, and progress of, black students and other minority group youth. These programs often take the form of financial assistance to "able and motivated" underprivileged persons and to the academic institutions that serve, in large proportion, the underprivileged. In addition, many individual institutions have recently reviewed their administrative and admission policies with regard to the composition of their entering freshman class. Indeed, a number of colleges and universities are beginning to actively recruit students who are "able and motivated" and are members of minority groups, particularly the black minority.

In order to study the effects of these new programs, it is first necessary to acquire "base line" data on the current composition and characteristics of the population of black students in American institutions of higher education. The previous descriptive research on black students and Negro institutions has only partially met this need as the samples which were used were limited in both their comprehensiveness and representativeness. However, the base line data needed

are available from the ACE Cooperative Institutional Research Program (CIRP), which in 1968 incorporated a stratification design to provide adequate sampling of black students in both predominantly white and predominantly Negro institutions. This report provides the national normative data for comparing the characteristics of black students in different types of institutions and for comparing the characteristics of black students with their white counterparts. These data may also be used at some future time to assess changes produced by the new programs which directly affect the education of black students. For example, such questions as the following may be answerable: How has black student recruitment throughout the educational establishment affected the composition of the student body in predominantly Negro institutions? How much has the educational level of black young adults changed over time? What changes have taken place in the composition of the black student body over time? How have the educational and career aspirations of black students changed? The data presented here will help provide future answers to these and other related questions.

Overview of Studies on Black Higher Education

Most of the recent studies of Negro higher education have been conducted at the regional or local levels. Typically, research efforts have been confined to a small sample of subjects, often from a single educational level and enrolled in only one college or a small group of colleges. Although the studies are informative with respect to specific environments and samples, their inferences are limited in generalizability and the extent to which various comparisons may be made. The contributions of these studies and the limitations implied by their research design are summarized here in the context of their objectives. These objectives include the assessment of inputs to the college environment, of the educational process, and of students during and after their college experience.

Changes in student attributes as related to college admissions and selection policies are of special current interest. Data on the student input side of the college environment have been developed from massive research directed by Coleman (1966). He documents in detail the earlier

environment of the student, but he provides only brief information on the interface between high school and college. An informative paper on recruitment and selection of black students for colleges is presented by Dyer (1967). Further discussion of this topic is given periodically in the Chronicle of Higher Education (notably, the issue of February 12, 1968), the Journal of Negro Education, and other similar periodicals. Emphasis is usually given to an assessment of outdated college recruitment techniques, inflexible admission indices, and restricted curriculum policies prevalent in higher education. In order to achieve a more heterogeneous college population, especially with respect to minority groups, it is generally suggested that these constraints be relaxed or altered. Results from surveys of high school counselors (Amsden, 1965) reinforce the viewpoint that a crucial factor is the college recruitment system. The use of standardized tests in the selection and prediction of performance of black students has been examined by Stanley and Porter (1966), Roberts (1962), and others. The studies are confined to specific types of samples within the population of black students, yet indicate a substantial selection bias that favors nonblack students.

The recent legal and social stress on integration has prompted competition in the recruitment of black students. Not only do the Negro colleges compete for the same students, but the predominantly white institutions are increasingly competing, both among themselves and with the predominantly Negro institutions, for the same black students. This competition has been stimulated by major re-evaluations of the recruitment policies among the predominantly white institutions. The instituting of major recruitment efforts by these schools has posed some additional problems for Negro institutions (see Dyer, 1967, for example). The more able black students are likely to be lost by predominantly Negro institutions and recruited by predominantly white ones. This likelihood can be examined only with the type of data presented in this report, supplemented by similar data from future studies.

Demographic, biographic, behavioral, and attitudinal attributes of entering freshmen of the past three years at predominantly Negro institutions are given in research reports published by the American Council

on Education (Astin, Panos, and Creager, 1967; Panos, Astin, and Creager, 1967; Creager, Astin, Boruch, and Bayer, 1968). The samples employed are substantial and well defined with respect to their representation of the population. However, the data on black students at predominantly white institutions are not reported separately. One of the purposes of the current report is to allow comparison of black students enrolled at both the predominantly Negro and the predominantly white colleges. Follow-up studies of these students are being conducted and will allow determination of the differential effects these institutions have on student outcomes. Continuation of the ACE annual surveys of entering college freshmen will permit the assessment of changes over time.

The educational process in predominantly Negro institutions appears to differ from education at the predominantly white institutions. The nature and importance of the differences have been the subject of investigation, discussion, and controversy. Jencks and Riesman (1967), for example, provide a pessimistic general commentary on Negro undergraduate institutions. The authors infer that quality of education, financial and physical resources, and competency of faculty at such institutions is not adequate. Criticisms of their inferences and attacks on their factual information are made by Gloster, Mays, Wright, and Dent (1967). McGrath (1965) provides a demographic description of the administrative and physical attributes at 123 predominantly Negro colleges. He emphasizes the high variability within the dimensions examined, and the comparability (in quality) of these schools to many predominantly white institutions. Major shortcomings of the colleges appear to be their limited function (e.g., training for teaching in contrast to research) and limited curriculum (vocational). Severe shortages in funds prevent major changes. An analytic assessment of student perceptions of the physical, classroom, administrative, and peer environment at predominantly Negro institutions is presented by Astin (1967). The sample is small and confined to sophomores in seven southern schools. The college environments are characterized by rather severe grading practices and high student involvement in class. Administrative restrictions are severe for drinking and heterosexual activity. This group of colleges also contained a high proportion of students who engaged in religious activities and small proportions involved in organized dating.

Demands and proposals for Black Studies curricula are currently generating discussion and controversy. Both predominantly white and predominantly Negro institutions are encountering the problems inherent in the issue. There has been little substantive research on this rapdily changing situation at the college level. However, development of curricula is receiving attention at a number of national and regional meetings of educators. In their recent conference report, New Careers and Curriculum Change (1968), for example, the Southern Regional Education Board and the Institute for Higher Education Opportunity discussed a number of proposed innovations. Changes appear to be most appropriate and substantial in the social sciences. Emphasis has been on additions and complements to existing programs, rather than their replacement. A future national conference on "The Campus and the Racial Crisis," sponsored by the American Council on Education, will also include consideration of Black Studies curricula.

At the output side of the educational process, a recent large-scale examination of Negro higher education is described by Fichter (1967). The sample of respondents included approximately 3,400 of the 1964 graduates of predominantly Negro colleges. The sampling design and the objectives of the study are similar to those presented earlier by Spaeth and Miller (1964), with particular emphasis given to the general opportunities for higher education available to black graduates and the relation of race to employment possibilities. The study is, of course, restricted with respect to time and nature of the sample. Insofar as students attending predóminantly Negro institutions are not representative of the population, the study is restricted with regard to generalizability. Issues, attitudes, and biographic attributes may have changed substantially during the past few years. To the extent that these variables have changed, more up-to-date information is needed.

Overview of Programs in Higher Education for the Disadvantaged

A recurrent theme in studies of minority groups in higher education has been the documentation of the overriding impact of socioeconomic status. The relation between income level and the opportunity of students for the college experience is documented in much detail. Ashmore (1954)

and Coleman (1966) have provided broad descriptions of the problems based on comprehensive studies. In addition, a recent publication by the Carnegie Commission (1968) has assessed the difficulties of students from lower socioeconomic brackets and made recommendations for Federal programs to ameliorate at least some of the adverse conditions. The report emphasized government aid to improve opportunities for higher education, increased counseling and financial assistance, and active recruitment of able students. Succinct statements of current Federal expenditures and programs are given in this and other publications (e.g., the Chronicle of Higher Education, issue of January 27, 1969).

A number of programs under Federal support are being implemented in the interface between the high school and college levels. The objectives generally include the search for talented disadvantaged students and the provision of information, training, or aid to enhance the students' potential for success in college. Major precollege preparatory programs are currently operational as part of Project UPWARD BOUND, for example. The Office of Economic Opportunity notes that some 26,000 disadvantaged students have been provided with some form of aid through this program. TALENT SEARCH (Search '68), supported by the U.S. Office of Education, provides student counseling services at the city and neighborhood levels. Examples of city-wide efforts within the TALENT SEARCH system include COPE (Boston) and OPEN (Washington, D.C.). These operations are often the only link that the disadvantaged student has with college personnel. Evaluations of some of these efforts are given in Gordon (1967) and Nelson (1969). The major administrative difficulties appear to be insufficiencies in funding and inadequate evaluations of programs. The rigidity of college admissions policies and of curriculum standards present further problems for achieving the objectives of the programs. The National Scholarship Service and Fund for Negro Students has provided services, similar to those described above, to a smaller group of students. Bright but disadvantaged high school students are provided with counseling and financial subsidy. Systematic matching of students and institutions appears to enhance the effectiveness of the program. Evaluations for a sample of students in these programs are given by Clark and Plotkin (1963) and by Wilkerson (1967).

Kendrick (1967), Doermann (1968), and others have examined the implications of college admissions policies, especially as they affect disadvantaged students. The use of precollege ability tests in the evaluation and selection of students is a major concern. However, the cultural and verbal biases known to be inherent in such tests are also present in the methods of assessment used in the college classroom. To the extent that these classroom biases prevail, the use of precollege tests in the selection of students and the prediction of performance in college is partially justifiable. The disadvantaged student is likely to fall short of meeting many of the standard entrance requirements; he is also likely to fall short of performing at the standard required. These observations apply to many subgroups in the student population, including other high risk students (e.g., athletes, foreign students). Kendrick suggests that the crux of most discussions of admissions policies concerns the adjustment of current modes of college evaluation (therefore selection criteria) so that evaluation is pertinent to the given discipline of the student. Doermann (1968) undertakes a more extensive examination of a similar argument against the rigidity of college standards, extending it to a consideration of the financial requirements imposed on the student. Higher education may restrict substantially social mobility under these current, generally inflexible conditions. Doermann predicts that future groups of potential college goers will be further restricted in their social mobility. That is, the affluent will attend one set of colleges, the less affluent will attend another, and the least affluent will attend none at all. Hoy (1969) presents a provocative commentary on these possible effects and other major shortcomings of college admissions practices. Discussion of many technical aspects of the same topic are given by Stanley and Porter (1966).

At the college level, a variety of special programs for high risk disadvantaged students are evident. Early studies of college programs for disadvantaged students are described by Gordon and Wilkerson (1966) and by Wilkerson (1967). Information on programs, practices, special assistance measures, and counseling are provided for the period 1964-66. The Southern Educational Report, in conjunction with the Southern Education Foundation of Atlanta, has conducted more recent surveys on a larger

sample of institutions. The objectives have been assessment of the nature and extent of special college programs for the high risk disadvantaged student. Some 13 percent of the nation's four-year institutions are included in the sample. Egerton (1968a, 1968b) documents the results of the surveys, noting the differences in institutional adoption of programs and the variations in the relative effectiveness of the programs. These differences prevail even among those institutions that are most likely to have substantial financial and professional support available. A major question for most of the colleges concerns the nature and extent of the institutional investment in the high risk student, as compared with the investment in the majority of students. That is, how much support in the form of counseling, financial and tutorial assistance, and so on, can and should be allotted to the high risk student? In an attempt to partially answer this question, a survey of a more representative sample of colleges is being conducted by the Educational Assistance Center (New York) to further describe current conditions. Examination of data on the distribution of support by colleges participating in the ACE Cooperative Institutional Research Program is also in the planning stages.

Research Design for the 1968 National Norms for Black and Nonblack Freshmen

The normative data for this report were compiled from the third annual survey of entering college freshmen, a part of the Cooperative Institutional Research Program of the American Council on Education. These data were collected by administration of the Student Information Form (shown in Appendix A) to more than 301,000 freshmen entering 435 colleges during the 1968 fall registration or orientation period. The resulting statistical information is differentially weighted in order to be representative of the population of entering freshman students and of the defined population of institutions.

Sampling Design and Weighting Procedures

The primary sampling unit in the program is the institution. The population consists of all "eligible" institutions of higher education listed by the Office of Education in its annual Education Directory. An

institution was considered "eligible" if it was functioning at the time of the survey and had the equivalent of a first-time entering freshman class of at least 30 students. Excluded are institutions that require undergraduate credits for admission to their "first" class (for example certain professional schools), and some very small institutions (whose growth may qualify them as part of the defined population in subsequent years of the program). The population includes all other accredited and nonaccredited institutions of higher education listed by the U.S. Office of Education--universities, four-year colleges, and two-year colleges (U.S. Office of Education, 1967). The eligible population at the time of the 1968 survey consisted of 2,303 institutions of higher education, including 93 predominantly Negro institutions.

The working sample of institutions was selected by first sorting the eligible population into 35 mutually exclusive stratification cells on the basis of several institutional characteristics. Of the 435 institutions selected and cooperating in the survey, 77 used procedures for administering the questionnaire which would tend to produce a sample of respondents that was not representative of the entire entering freshman class. Consequently, the national norms are based on data provided by approximately 243,000 freshmen at 358 institutions.

Because of the disproportionate sampling from the 35 stratification cells, the data obtained from students enrolling at institutions in the various cells are differentially weighted. In addition, the data are further adjusted to correct for nonparticipation of students within colleges. Table 1 gives information about the participating institutions included in the 1968 national norms. The table shows the number in each stratification cell and the cell weights applied to each institution's data in computing the national norms. The cell weights, listed in the last two columns of Table 1, are the ratios between the number of first-time, full-time students entering all institutions in the eligible population within a given cell, and the total number of first-time freshmen entering ACE sample colleges included in the national norms within that cell. These cell weights were further adjusted according to the proportion of the institution's first-time, full-time entering freshmen who completed the questionnaire and who reported their sex on the form.

Table 1: 1968 ACE Sample and Weights Used in Computing National Norms

Stratification Cell[b] for Sampling	Number of Institutions Participants			Cell Weights[a] Applied to Data Collected From	
	Population	Total	Used in Norms	Men	Women
Universities					
Selectivity:					
1. Less than 500	30	12	10	2.6	2.7
2. 500-549	39	19	15	2.6	2.7
3. 550-599	45	20	15	3.7	3.3
4. 600 or more	50	30	25	2.2	2.2
5. Unknown	130	26	11	8.0	8.9
4-Year Public Colleges					
Selectivity:					
6,9. Less than 450 and unknown	154	12	10	20.2	18.2
7. 450-499	67	11	9	8.9	7.4
8. 500 or more	73	17	14	4.1	6.5
4-Year Private Non-sectarian					
Selectivity:					
10,14. Less than 500 and unknown	197	30	24	8.4	5.8
11. 500-574	44	9	7	6.0	6.2
12. 575-649	54	18	18	3.0	2.9
13. 650 or more	48	29	27	1.6	1.9
4-Year Roman Catholic					
Selectivity:					
15,18. Less than 500 and unknown	111	19	15	9.8	6.3
16. 500-574	75	14	13	5.3	6.7
17. 575 or more	42	16	15	5.8	3.3
4-Year Protestant					
Selectivity:					
19,23. Less than 450 and unknown	119	16	14	7.2	9.7
20. 450-499	54	7	7	6.7	9.1
21. 500-574	68	13	13	6.2	6.4
22. 575 or more	48	14	14	2.9	2.8
2-Year Colleges					
24,25. Selectivity less than 400	87	7	4	32.9	33.6
26. Selectivity 400-499	63	13	11	6.9	5.9
27. Selectivity 450 or more	57	9	8	6.0	6.9
28,29. Expenditures /less than $1000	192	19	12	24.6	22.6
30. Expenditures /$1000-$1249	39	5	4	3.3	4.3
31. Expenditures /$1250 or more	52	7	7	6.7	5.4
32,33. Selectivity or Expenditures unknown	272	22	17	12.4	13.7
Predominantly Negro Colleges					
34. Public	38	7	7	7.7	6.9
35. Private	55	14	12	4.4	4.4

[a]Ratio between number of first-time students enrolled in all colleges and the number enrolled in sample colleges. These weights were further adjusted to correct for nonparticipation of individuals within colleges.

[b]In addition to the specifications by the U.S. Office of Education of level and type of control, the stratification design includes institutional per-student expenditures (for educational and general purposes) and institutional median selectivity scores (for high school students who completed the National Merit Scholarship Qualifying Test and who selected the institution as their first college choice). For further details, see Creager (1968).

Except for a few institutions that selected representative samples of their entering classes, this second weight was typically near 1.0. The final weight applied to each student's data was the product of this within-institution participation weight and the appropriate cell weight shown in Table 1.[1]

The Student Data

The data reported in the norms are derived from the Student Information Form that was filled out by individual students. A copy of this form is shown in Appendix A. The form is designed for self-administration under proctored conditions and for processing by means of an optical mark reader.

Analyses

The 358 institutions included in the national norms presented on pages 25 to 48 are divided into four categories based on the institutional classification of the U.S. Office of Education (1967). Included are: 63 two-year colleges, all of which are predominantly white; 219 four-year colleges, further divided into the 200 in the sample which are predominantly white and the 19 which are predominantly Negro; and 76 universities, all of which are predominantly white. The 19 predominantly Negro institutions, all defined in the HEGIS survey as four-year colleges, include Alabama A&M College, Arkansas A&M and Normal College, Bowie State College, Delaware State College, Dillard University, Fisk University, Houston-Tillotson College, Johnson C. Smith University, Kentucky State College, Knoxville College, Lincoln University, Morehouse College, Morris Brown College, Philander Smith College, Spelman College, Talladega College, Union College, Virginia State College, and Winston-Salem College.

Within the major categories of institutions, the normative data are reported by sex and race, as determined from the student responses on the Student Information Form. The race information is based on an item

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[1] Further details on this stratification design and sampling are reported in Creager (1968) and in Creager, Astin, Boruch, and Bayer (1968). At a .95 confidence level, the estimated variance of the reported normative percentages for all institutions which are based on these weights yields a maximum interval which is the reported percentage $\pm$.9 percent for black students and, for nonblack students, the reported percentage $\pm$.2 percent.

requesting "racial background" (Caucasian, Negro, American Indian, Oriental, Other). In the normative tabulations, those responding "Negro" are classified "black"; all other responses are classified as "nonblack." While further subdivision of these racial categories was considered, preliminary analyses indicated that the number of students in several of the classifications would be too small to provide stable normative estimates. In the total weighted sample, 87.3 percent responded to "Caucasian," 5.8 percent "Negro," 0.7 percent "American Indian," 1.1 percent "Oriental," and 5.1 percent "Other." Additional data indicate that a substantial portion of those in the "Other" category may be black students who objected to the term "Negro" on the Student Information Form; i.e., of the students in the predominantly Negro institutions who did not respond "Negro" to the race item, 43.5 percent responded "Other." Further exploration of the extent to which the 1968 black freshmen used the "Other" response is planned for the projected 1970 follow-up by including "Black" in place of "Negro" as a racial response category for these same students.

The national norms reported here are based on responses from a total of 12,300 black students, of whom 46.0 percent are men; and 230,582 nonblack students, of whom 57.2 percent are men. Table 2 shows the numbers of institutions and students on which each category of the norms is based, and an estimate (based on the weighting procedure) of the total population in each category.[2] Table 3 shows the racial composition of the entering freshman student body in the CIRP sample of institutions and also shows the estimated distribution of the defined population of institutions as determined from the computed institutional weights. Fully one-half of all of the colleges and universities in the United

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[2]These figures are slightly discrepant from those originally reported in the 1968 national norms (Creager, Astin, Boruch, and Bayer, 1968) because of two minor processing deviations in the original norms report. The initial processing had allowed inclusion of 274 subjects who were transfer students rather than first-time freshmen; and data from subjects at one two-year college were inadvertently assigned to the norms for four-year colleges. These deviations had a negligible effect on the normative data previously published and had been corrected prior to the data processing for this report.

Table 2: Number of Institutions and Students Used in Computing Norms

Norm Group	Number of Institutions in Norms	Number of Students in Norms		Weighted Number of Students		Percent of Weighted Total Who are Men	
		Black	Nonblack	Black	Nonblack	Black	Nonblack
All Institutions	358	12,300	230,582	84,058	1,386,369	46.0	57.2
Two-Year Colleges	63	1,535	34,342	19,093	426,337	55.4	61.2
White Four-Year Colleges	200	1,996	75,820	15,373	536,680	45.1	53.0
Negro Four-Year Colleges	19	5,384	349	36,071	2,560	42.5	69.0
Universities	76	3,385	120,071	13,521	420,792	42.9	58.4

Table 3: Proportion of Black Students Among All 1968 Freshmen in American Institutions

Percent of 1968 Entering Freshmen Who are Black	Number of Institutions in Norms Sample	Est. Number of Institutions in Population (Weighted Count)	Cumulative Percentage (Weighted)
Less than 0.1%	31	249	10.8
0.1% to 2.0%	145	911	50.4
2.1% to 4.0%	87	495	71.9
4.1% to 6.0%	39	220	81.4
6.1% to 8.0%	13	111	86.2
8.1% to 10.0%	3	25	87.3
10.1% to 15.0%	8	60	89.9
15.1% to 20.0%	9	92	93.9
20.1% to 30.0%	3	31	95.3
30.1% to 50.0%	1	16	96.0
50.1% to 70.0%	1	5	96.2
70.1% to 80.0%	1	5	96.4
80.1% to 90.0%	2	11	96.9
90.1% to 95.0%	2	9	97.3
95.1% to 98.0%	7	35	98.8
98.1% to 99.0%	4	19	99.6
99.1% or more	2	9	100.0
TOTAL	358	2303	---

States each enroll less than 2 percent black students among their freshmen; 88 percent have an enrollment of black students that is 10 percent or less of the entering class.

The population estimates reported here are based on survey data from only a single period of time. To the extent that changes in student attributes are small or slow, the data are suggestive of future inferences about the same students. To the extent that changes may be produced by the programs for disadvantaged students discussed above, new data of the same kind must be collected periodically.

To iterate, the data here are derived from a survey that is confined to 1968 freshmen in a sample of American colleges and universities. The administration of the questionnaires to entering freshmen during the first two weeks of the semester minimizes the effect of the college experience on the responses. Generalizations to students at more advanced levels are not warranted.

National Norms

The norms presented on pages 25 to 48 permit comparisons of the characteristics of black students, by sex, enrolled in different types of institutions and the characteristics of black students with their nonblack counterparts, by sex, within similar institutions. The large number of comparisons possible preclude any comprehensive descriptive summary here of the normative data. Consequently, the summary below is based primarily on the comparison between black students and nonblack students enrolled in all institutions as shown in the first two columns of the tables presented on pages 41 to 48.

Black-Nonblack Comparison of 1968 Freshmen

The weighted distributions, based primarily on the responses of black and nonblack students in all U.S. institutions, yield the following descriptive summary:

1. The majority of black students (54 percent) are women; among nonblack students, substantially less than one-half (43 percent) are women.

2. First-time, full-time black students tend to be older than their nonblack counterparts--11 percent of black students and 6 percent of nonblack students are age 20 or older. Similar age differentials between the racial groups exist for both sexes.

3. Black students report lower high school grades than do nonblack students. Almost 14 percent of the nonblack students and 6 percent of the black students report high school grades of A- or better; more than two-fifths of the black students (42 percent) and less than one-third of the nonblack students (31 percent) report average grades below B-. Women obtain higher grades than do men, regardless of race.

4. During high school the black students were proportionately more likely to be elected president of a student organization, take a major part in a play, participate in a NSF summer program, or place in a state or regional science contest; nonblack students were more likely to win a varsity letter in sports, publish an original writing, be a member of a scholastic honor society, or win recognition in the National Merit program.

5. Black students tended to rate the academic standards of their high school lower than the nonblack students. These differences in ratings are consistent for students enrolled within all types of academic institutions.

6. Black and nonblack students rank themselves similarly in their high school class, but the black students tend to disperse themselves more evenly over the entire range of high school rankings. Women, both black and nonblack, rank themselves higher than men.

7. Proportionately more black students than nonblack students have postbaccalaureate degree aspriations. Approximately 55 percent of the black students and 42 percent of the nonblack students are planning to work for a master's or

doctoral degree. However, proportionately more of the nonblack aspire to a professional degree. These differences are especially marked among women and among those enrolled in predominantly white colleges and universities.

8. Black students are substantially more likely than nonblack students to choose a major in the social sciences or business, and somewhat more likely to select education. Nonblack students are especially more likely than black students to choose a major in the physical sciences or engineering. Similar differences exist in career choices. However, proportionately almost twice as many nonblack as black students are undecided in regard to their probably occupation.

9. Proportionately more black students (66 percent) than nonblack (49 percent) apply for admission to more than one college. Of those who did apply to more than one college, 68 percent of the black students and 54 percent of the nonblack students were accepted at another institution in addition to the one at which they matriculated.

10. The black students are more likely than the nonblack students to report that individuals (parents or relatives, high school teacher or counselor, graduate or other representative of the institution) had a major influence in their decision to enroll at their present college. The nonblack students tended to assign proportionately more influence to the characteristics of the institution (low cost, academic reputation, characteristics of the student body) in making their decision on college choice.

11. Proportionately more than twice as many of the black students (31 percent) than of the nonblack students

(13 percent) reported they grew up in a large city. Proportionately more of the nonblack students grew up in suburban areas or on a farm. Black students were also substantially more likely to report their home state in the southern part of the United States (42 percent) as opposed to the nonblack students (18 percent).

12. The parental education of the nonblack students is substantially higher than that of the parents of the black students. Approximately 55 percent of the black students' fathers, and 26 percent of the nonblack students' fathers, had not graduated from high school. One-fifth of the mothers of the nonblack students, and 47 percent of the mothers of the black students, had not completed high school. These racial differences are especially marked within the universities.

13. More than one-third (35 percent) of the black students had fathers in semi-skilled or unskilled occupations; among nonblack students, less than 12 percent of the fathers were in semi-skilled or unskilled positions.

14. Black students tend to come from homes with substantially less income than those of nonblack students. Almost 56 percent of the black students and 14 percent of the nonblack students report their parents' yearly income as under $6,000. One-fourth of the nonblack students and 6 percent of the black students report parental family income of more than $10,000. Low parental income is most prevalent among the students in predominantly Negro institutions.

15. Approximately equal proportions of black and nonblack students report Protestant religious background and preference. Proportionately fewer black students than nonblack students report a Roman Catholic or Jewish background or no religious preference or training. Substantially more of the black students report their religious background

and preference as "Other."[3]

16. Less than one-half of the black students, and more than four-fifths of the nonblack students, depend on family, savings, or employment as a major source of financial support for their first year of college. More than three-fifths (62 percent) of the black students and 30 percent of the nonblack students report loans, scholarships, or grants as a major financial source. Black students in predominantly white four-year colleges are especially likely to receive loans, scholarships, or grants.

17. About one-fifth (21 percent) of the black students and more than one-third (36 percent) of the nonblack students report they are confident that they will have sufficient funds for their college education. One-fifth (21 percent) of the black students and 8 percent of the nonblack students are not sure they will have adequate funds to complete their college education.

18. With the exception of creating works of art and keeping up with political affairs, black students tend to answer more affirmatively to the importance to them of a number of activities than do the nonblack students. Black students are especially more likely to assign personal importance to being an authority in his field, obtaining recognition from his peers, being well-off financially, helping others in difficulty, and becoming a community leader.

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[3]The "Other" category probably is used by many of those from fundamentalist churches, but some would also be, principally in the case of black students, Muslims, and, principally in the case of nonblack students, Mormons. It is planned that the projected follow-up of this group will include items to explore more fully the religious background and preferences of these students.

19. Nonblack students are more likely than black students to estimate that their chances are very good that they will marry during or immediately after college, that they will change their major field or choice of career, and that they will transfer to another college. Black students are more likely than nonblack students to expect that they will participate in a demonstration, be elected to a student office, obtain an A average, graduate with honors, and be elected to an honor society. Both black and nonblack students are about equally likely to anticipate that they might fail a course, drop out of college, join a fraternity or sorority, and author a published article.

20. In general, black and nonblack students reported similar study habits. Some differences were: proportionately more of the black students reported that they outlined their reading, shared notes with fellow students, clarified work with their instructor, made up their own practice test, memorized without understanding, and failed to complete an assignment; proportionately more of the nonblack students reported that they did their homework daily, studied alone, daydreamed, and put off starting their homework.

21. The proportions of black and nonblack students reporting certain activities in which they had engaged during the past year are approximately similar. These include voting in a student election; checking out books from the library; tutoring other students; having vocational counseling; attending religious services and discussing religion; taking sleeping pills, tranquilizers, and vitamins; staying up all night; discussing sports; visiting an art gallery or museum; and taking part in political campaigns. Proportionately more black than nonblack students report they had come late to class or missed class; studied in the library; typed a homework

assignment; turned in homework late; asked a teacher for advice; did extra reading for class; discussed their future with parents; read poetry; and protested against the Vietnam war, racial discrimination, or the school administration. Protest against the school administration or against racial discrimination was especially more prevalent among the black students than among the nonblack students. Proportionately more nonblack students reported that they played a musical instrument, played chess, argued with a teacher, arranged a date for another student, discussed politics, smoked cigarettes, and drank beer.

22. For a number of controversial issues, the proportion of black and of nonblack students who agreed with the statements were approximately the same. These include statements on the role of students in determining curriculum, on scientists publishing all of their findings, on the ability of the individual to change society, on the importance of student evaluations of faculty, on legalizing marijuana, on banning speakers from college campuses, and on limiting the use of cars to reduce air pollution. Nonblack students were proportionately more likely to agree that colleges were too lax on student protestors, that their beliefs were similar to others, and that cigarette advertising should be outlawed. Black students were more likely to agree that colleges should regulate student behavior off campus, that colleges should clear student publications, that the chief benefit of college is in increasing one's earning power, that disadvantaged students should be given preferential treatment in college admissions, that the resolution of urban problems requires more Federal funding, and that the draft should be abolished.

The data on which the above comparisons are based are presented in the following pages. As previously noted, many other descriptive comparisons are also possible. Additional descriptive summaries of black students, to be based primarily on follow-up data, are planned, and, in addition, analytical studies using racial data will be issued in the projected series of ACE Research Reports.

National Norms by Type of Institution, Race, and Sex

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN
(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-Year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
AGE, IN YEARS, AS OF DECEMBER 31, 1968 **										
16 OR YOUNGER	0.2	0.1	0.0	0.0	0.1	0.1	0.4	0.0	0.1	0.1
17	5.4	3.6	3.0	2.0	5.7	4.6	6.3	3.7	6.7	4.1
18	58.1	73.1	42.5	62.5	64.3	77.6	41.7	51.4	69.3	79.1
19	22.7	15.9	29.1	21.6	20.7	13.1	21.3	22.3	16.9	13.1
20	5.9	2.4	9.3	4.4	4.5	1.6	5.2	6.9	3.0	1.2
21	1.4	1.2	2.2	2.1	0.6	0.8	1.4	3.2	0.7	0.6
OLDER THAN 21	6.5	3.7	13.8	7.4	4.0	2.1	3.8	12.5	3.3	1.7
AVERAGE GRADE IN HIGH SCHOOL **										
A OR A+	0.8	3.5	0.3	0.4	0.6	3.9	1.0	1.5	1.9	6.3
A-	2.8	6.6	0.6	1.3	3.2	7.7	3.0	2.3	5.5	10.9
B+	10.3	12.6	6.7	4.7	10.7	15.2	11.1	7.1	13.9	18.1
B	17.4	20.2	11.7	14.4	18.4	22.6	19.2	16.4	21.3	23.5
B-	15.3	16.6	11.0	15.3	16.7	17.7	16.3	20.3	19.0	16.5
C+	26.6	19.7	27.4	26.4	26.3	18.1	27.1	24.5	23.8	14.4
C	25.1	19.5	38.9	34.7	22.1	14.0	21.4	25.4	14.0	9.8
D	1.7	1.4	3.4	2.8	2.0	0.8	0.9	2.5	0.6	0.6
SECONDARY SCHOOL ACHIEVEMENTS **										
ELECTED PRESIDENT STDT ORGNZ	26.1	19.8	14.7	12.1	27.6	22.7	32.4	27.4	28.0	24.5
HIGH RATING STATE MUSIC CONTEST	10.1	8.1	6.7	6.2	9.9	8.5	12.1	9.1	11.1	9.9
STATE/REGIONAL SPEECH CONTEST	5.6	5.0	1.7	2.9	5.7	5.4	7.8	5.5	6.8	6.7
MAJOR PART IN A PLAY	24.4	15.8	15.5	12.6	19.7	17.6	34.5	25.5	19.4	16.9
VARSITY LETTER (SPORTS)	46.4	45.4	53.3	40.5	58.3	50.8	42.0	44.5	45.0	44.2
AWARD IN ART COMPETITION	7.6	4.4	7.2	4.9	7.9	4.2	7.8	6.2	7.3	4.1
EDITED SCHOOL PAPER	8.6	8.0	3.4	4.8	9.1	9.1	11.2	11.5	10.3	10.0
HAD ORIGINAL WRITING PUBLISHED	10.9	12.7	5.7	7.1	18.3	14.7	9.7	12.8	14.7	16.3
NSF SUMMER PROGRAM	1.9	1.0	1.4	0.4	1.7	1.0	2.3	1.3	2.1	1.6
ST/REGIONAL SCIENCE CONTEST	4.4	2.4	1.6	1.4	3.1	2.5	6.7	4.2	5.0	3.5
SCHOLASTIC HONOR SOCIETY	13.9	19.3	3.9	4.4	15.0	23.0	17.1	9.3	22.7	31.0
NATIONAL MERIT RECOGNITION	5.9	7.2	2.6	1.6	8.6	8.1	5.1	5.2	10.6	12.3
RATED ACADEMIC STANDARDS OF H.S.										
VERY HIGH	21.6	30.0	16.0	21.9	25.3	32.1	21.9	29.6	26.0	36.2
FAIRLY HIGH	30.7	34.9	29.0	30.6	31.2	37.3	30.9	27.9	32.5	36.6
ABOUT AVERAGE	40.3	30.4	46.2	40.5	36.5	26.9	40.5	37.2	33.8	23.6
PROBABLY BELOW AVERAGE	6.2	3.9	7.3	6.0	5.2	3.0	5.9	4.2	6.2	2.9
DEFINITELY BELOW AVERAGE	1.2	0.8	1.4	1.1	1.6	0.8	0.9	1.1	1.5	0.7
RANK IN HIGH SCHOOL CLASS										
TOP 1 PER CENT	4.5	3.2	1.6	0.5	4.3	3.5	5.7	1.4	6.5	5.6
TOP 10 PER CENT	17.2	15.9	7.4	4.4	17.2	18.4	22.1	10.4	21.4	24.9
TOP QUARTER	21.4	25.1	13.3	15.4	25.9	28.7	22.5	20.7	27.5	30.8
SECOND QUARTER	23.2	30.1	19.6	33.8	27.1	30.5	22.9	31.2	25.2	25.8
THIRD QUARTER	26.1	20.6	41.5	35.8	20.7	15.8	22.3	28.9	16.1	10.5
FOURTH QUARTER	7.6	5.1	16.7	10.1	5.0	3.0	4.5	7.4	3.3	2.3

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 surveys.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN
(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-Year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
HIGHEST DEGREE PLANNED **										
NONE	5.3	4.0	9.6	7.3	2.5	2.8	4.2	3.0	4.3	2.1
ASSOCIATE (OR EQUIVALENT)	3.7	5.5	11.1	14.4	0.4	1.1	1.2	1.1	1.5	1.1
BACHELORS DEGREE (B.A., B.S.)	30.8	33.8	36.2	40.4	29.3	31.7	29.8	36.0	25.4	29.3
MASTERS DEGREE (M.A., M.S.)	33.2	32.0	28.3	24.1	36.9	37.7	34.0	30.5	34.6	33.7
PH.D. OR ED.D.	18.9	13.7	8.4	5.9	22.6	16.9	22.5	21.7	23.4	18.3
M.D., D.D.S., OR D.V.M.	4.3	6.2	2.1	2.8	4.6	6.0	4.7	2.7	6.7	10.1
LL.B. OR J.D.	1.4	2.2	0.2	1.0	1.9	2.1	1.6	0.9	2.6	3.7
B.D.	0.6	0.4	0.5	0.6	0.6	0.3	0.7	1.3	0.4	0.2
OTHER	1.8	2.1	3.7	3.5	1.2	1.4	1.2	2.8	1.0	1.3
PROBABLE MAJOR FIELD OF STUDY **										
AGRICULTURE (INCL FORESTRY)	1.9	3.8	0.1	6.2	0.9	2.1	4.2	3.1	0.3	3.2
BIOLOGICAL SCIENCES	3.8	4.1	1.9	2.7	4.7	5.2	4.5	4.3	4.4	4.3
BUSINESS	23.0	19.7	31.5	27.2	17.2	16.0	21.3	27.6	20.2	16.2
EDUCATION	9.2	5.4	10.6	5.6	9.3	7.6	10.0	10.6	5.0	2.6
ENGINEERING	9.4	17.4	13.2	16.5	9.6	15.1	4.3	4.3	16.3	21.0
ENGLISH	1.1	1.7	0.2	1.0	2.3	2.3	1.1	1.9	1.1	1.7
HEALTH PROFESSIONS (NON-M.D.)	1.9	1.4	2.8	1.9	1.7	1.0	1.5	1.6	2.1	1.3
HISTORY, POLITICAL SCIENCE	9.4	7.7	4.1	5.5	12.1	10.1	11.9	12.7	8.1	7.1
HUMANITIES (OTHER)	2.0	2.1	2.3	2.1	2.9	2.5	1.4	1.4	1.7	1.7
FINE ARTS	8.2	7.0	9.8	8.1	5.1	6.0	7.8	7.4	9.8	7.0
MATHEMATICS OR STATISTICS	3.9	3.8	1.8	1.8	5.0	5.5	5.0	2.4	3.2	3.9
PHYSICAL SCIENCES	2.6	4.1	0.5	1.8	3.9	4.9	2.7	2.0	4.0	5.6
PRE-PROFESSIONAL	7.1	9.7	4.3	6.0	7.8	8.9	6.7	5.3	11.9	14.6
PSYCHOL, SOCIOL, ANTHROPOL	10.4	5.1	7.5	3.7	14.1	6.4	11.8	11.1	7.2	5.0
OTHER FIELDS (TECHNICAL)	4.1	4.1	6.6	6.7	1.8	3.4	4.1	3.0	2.7	2.3
OTHER FIELDS (NONTECHNICAL)	0.4	0.7	0.5	0.7	0.5	0.9	0.3	0.0	0.4	0.4
UNDECIDED	1.5	2.1	2.1	2.3	1.1	2.0	1.2	1.4	1.6	2.1
PROBABLE CAREER OCCUPATION **										
ARTIST (INCL PERFORMER)	5.4	4.2	4.7	4.4	4.0	3.8	6.1	6.9	6.5	4.4
BUSINESSMAN	16.9	17.4	21.3	21.9	15.1	15.4	19.5	26.2	17.9	15.1
CLERGYMAN	0.7	1.1	1.3	1.0	1.1	1.7	0.3	1.2	0.4	0.4
COLLEGE TEACHER	1.4	1.3	0.6	0.8	2.2	1.6	1.8	2.3	1.0	1.4
DOCTOR (M.D. OR D.D.S.)	4.7	5.6	2.3	2.1	4.4	5.7	5.3	2.4	7.7	9.2
EDUCATOR (SECONDARY)	14.7	11.4	11.6	10.1	19.0	17.1	16.7	14.1	9.3	6.0
ELEMENTARY TEACHER	2.7	1.1	1.3	1.3	4.4	1.7	3.0	4.4	1.8	0.3
ENGINEER	8.8	14.8	11.4	12.8	7.6	12.6	4.9	4.7	16.1	19.5
FARMER OR FORESTER	0.5	3.0	0.2	4.6	0.6	1.9	0.8	2.1	0.3	2.4
HEALTH PROFESSIONAL (NON-M.D.)	2.6	2.8	2.7	3.4	2.3	2.2	2.9	1.7	2.1	3.0
LAWYER	5.8	5.5	2.9	2.9	6.4	5.6	6.8	4.7	7.3	8.0
NURSE	0.3	0.1	1.1	0.2	0.2	0.0	0.0	0.0	0.4	0.0
RESEARCH SCIENTIST	2.9	3.8	1.1	1.7	4.1	4.3	3.3	3.9	3.5	5.6
OTHER CHOICE	22.6	16.5	29.5	21.5	19.7	15.0	21.6	19.6	17.5	13.0
UNDECIDED	7.9	11.5	7.9	11.3	8.7	11.5	7.3	5.9	8.4	11.5

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 surveys.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN
(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-Year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
NUMBER OF APPLICATIONS TO OTHER COLLEGES **										
NONE	42.2	50.2	59.2	6[illegible].1	29.4	39.6	38.4	46.7	37.6	47.8
ONE	20.6	19.7	16.3	[illegible]	21.3	21.2	23.4	18.4	19.8	20.0
TWO	17.3	13.9	11.7	10.0	20.3	17.1	19.1	14.8	18.4	14.2
THREE	10.9	8.6	7.5	4.8	14.5	11.7	10.4	12.9	13.4	9.0
FOUR	4.8	4.1	2.0	1.8	7.8	5.6	4.9	3.0	5.5	4.7
FIVE	2.2	2.0	1.3	0.7	3.9	2.8	1.8	2.6	2.5	2.5
SIX OR MORE	2.2	1.6	1.9	0.7	2.7	2.1	2.0	1.6	2.8	1.9
NUMBER OF ACCEPTANCES BY OTHER COLLEGES **										
NONE	31.6	45.0	47.9	60.3	19.1	35.9	30.1	35.1	28.7	43.0
ONE	31.5	28.3	29.1	26.0	34.0	30.3	31.8	30.7	30.5	27.9
TWO	21.8	16.3	15.7	10.0	24.9	20.2	23.6	20.8	21.3	16.9
THREE	9.0	6.9	4.7	2.6	12.8	8.9	8.1	9.3	12.4	8.0
FOUR	3.5	2.3	1.1	0.7	5.5	3.1	3.6	2.4	4.3	2.7
FIVE	1.4	0.7	0.4	0.2	2.2	1.0	1.7	0.3	1.2	0.9
SIX OR MORE	1.2	0.5	1.0	0.2	1.5	0.7	1.1	1.3	1.7	0.6
MAJOR INFLUENCES IN DECIDING TO ATTEND THIS COLLEGE **										
PARENT OR OTHER RELATIVE	49.7	45.1	47.6	47.6	43.3	44.3	54.6	44.8	47.7	43.2
H.S. TEACHER OR COUNSELOR	34.5	22.9	34.0	23.7	37.0	25.4	33.6	24.4	34.9	19.0
FRIENDS ATTENDING THIS COLLEGE	16.9	14.6	17.3	13.6	13.9	15.0	20.0	20.5	11.3	15.3
GRAD OR OTHER COLLEGE REP	16.7	11.4	11.3	8.3	19.8	14.9	20.1	15.6	14.0	10.8
COUNSELING OR PLACEMENT SERVICE	9.6	4.7	12.9	5.6	9.2	4.6	7.5	6.6	10.0	3.8
ATHLETIC PROGRAM OF THE COLLEGE	17.7	8.5	24.1	7.3	23.7	10.7	12.9	12.8	12.0	7.1
OTHER EXTRACURRICULAR ACTIVITIES	7.9	4.4	7.0	2.5	8.2	4.8	8.8	5.0	6.7	6.1
SOCIAL LIFE OF THE COLLEGE	11.1	7.2	8.2	4.7	13.6	7.5	12.3	8.6	10.1	9.4
CHANCE TO LIVE AWAY FROM HOME	13.7	12.1	7.4	4.5	21.3	14.6	13.9	11.1	15.7	17.4
LOW COST	21.2	25.1	28.9	33.8	20.2	20.3	15.9	31.5	22.3	21.3
ACADEMIC REPUTATION OF THE COLL	34.2	40.4	19.8	19.6	43.0	46.9	33.0	23.5	52.9	54.9
MOST STUDENTS ARE LIKE ME	6.7	8.6	6.6	8.7	5.1	9.7	8.2	7.2	3.7	7.2
RELIGIOUS AFFILIATION	5.1	4.1	5.8	3.5	5.5	6.6	5.8	2.7	1.6	1.7
WHILE GROWING UP, I LIVED										
ON A FARM	8.3	11.1	6.5	14.1	2.7	10.3	14.3	14.3	2.7	8.7
IN A SMALL TOWN	17.8	19.9	16.8	21.2	19.0	22.1	21.5	18.1	8.6	15.8
IN A MODERATE SIZE TOWN OR CITY	34.7	32.4	37.2	35.4	30.6	31.7	36.8	36.4	30.0	30.0
IN A SUBURB OF A LARGE CITY	8.6	23.5	9.5	17.2	5.4	23.6	7.9	9.1	9.4	30.3
IN A LARGE CITY	30.5	13.1	30.1	12.1	39.3	12.3	19.5	22.1	49.3	15.2

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 surveys.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN
(FALL, 1968)

Item		All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-Year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
		Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
REGION OF HOME STATE (1)	**										
MIDDLE STATES		23.3	25.0	37.7	28.3	25.3	33.0	17.6	50.0	10.7	12.2
NEW ENGLAND		1.7	6.2	0.8	3.8	1.8	6.2	0.7	1.2	5.6	8.7
NORTH CENTRAL		30.6	38.4	21.1	31.7	48.8	37.4	22.6	9.0	46.1	46.6
NORTHWEST		0.4	2.3	0.1	0.1	1.3	2.9	0.2	0.5	0.2	3.8
SOUTHERN		39.6	17.7	30.3	20.8	16.9	11.7	58.5	36.1	34.2	21.8
WESTERN		3.9	9.7	9.0	14.9	5.6	7.9	0.3	0.0	2.7	6.1
FOREIGN		0.6	0.7	1.0	0.5	1.8	0.9	0.2	3.3	0.4	0.7
FATHERS EDUCATION	**										
GRAMMAR SCHOOL OR LESS		23.9	10.1	23.4	14.4	19.2	8.5	27.7	15.0	20.0	7.6
SOME HIGH SCHOOL		31.0	17.6	34.5	24.0	26.7	16.4	31.7	27.1	28.5	12.2
HIGH SCHOOL GRADUATE		24.9	31.5	27.3	34.3	28.6	31.7	21.2	32.6	26.2	28.4
SOME COLLEGE		10.3	17.4	7.6	14.8	13.1	18.1	9.8	11.3	12.7	19.4
COLLEGE DEGREE		6.4	15.4	6.2	9.6	7.0	16.1	5.7	8.3	7.6	20.7
POSTGRADUATE DEGREE		3.5	8.0	1.0	2.8	5.4	9.4	3.8	5.7	5.0	11.8
MOTHERS EDUCATION	**										
GRAMMAR SCHOOL OR LESS		13.4	6.5	14.0	9.4	10.6	5.3	15.1	8.0	11.6	4.9
SOME HIGH SCHOOL		32.6	14.9	35.8	20.9	28.1	13.1	34.6	25.1	26.8	10.4
HIGH SCHOOL GRADUATE		32.0	45.7	34.3	47.1	34.5	46.2	29.0	39.0	33.2	43.5
SOME COLLEGE		12.4	17.7	11.6	13.7	16.5	18.8	10.1	15.6	14.9	20.9
COLLEGE DEGREE		6.8	12.9	3.8	7.8	7.1	14.0	7.8	10.4	9.1	17.0
POSTGRADUATE DEGREE		2.8	2.3	0.5	1.1	3.9	2.6	3.4	2.0	4.0	3.2
RELIGIOUS BACKGROUND	**										
PROTESTANT		49.4	50.3	44.1	48.3	52.4	49.8	49.9	53.7	53.4	53.0
ROMAN CATHOLIC		10.7	35.0	12.4	36.8	11.7	36.4	5.7	17.2	19.5	31.4
JEWISH		0.1	5.1	0.1	1.9	0.0	5.4	0.1	0.6	0.2	8.0
OTHER		36.6	7.1	39.1	9.9	32.6	6.3	41.5	22.7	24.8	5.2
NONE		3.1	2.6	4.2	3.1	3.2	2.2	2.8	5.8	2.1	2.5
PRESENT RELIGIOUS PREFERENCE	**										
PROTESTANT		44.3	44.0	39.8	43.2	44.9	44.0	46.4	47.8	45.2	44.9
ROMAN CATHOLIC		12.0	31.9	11.9	33.9	13.4	33.4	8.1	14.0	20.4	28.1
JEWISH		0.2	4.3	0.3	1.8	0.0	4.4	0.2	0.6	0.3	6.8
OTHER		35.2	8.3	38.8	10.9	31.3	7.4	39.9	22.4	22.5	6.7
NONE		8.3	11.5	9.2	10.3	10.4	10.8	5.5	15.2	11.6	13.5

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(1) States have been grouped according to the areas defined by the six regional accrediting associations.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: MEN
(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-Year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
FATHERS OCCUPATION **										
ARTIST (INCL PERFORMER)	0.9	0.8	0.9	0.7	1.0	0.8	0.7	0.6	0.9	1.0
BUSINESSMAN	6.2	30.9	5.9	25.0	7.3	32.4	5.2	17.5	7.9	35.4
CLERGYMAN	1.7	0.7	1.1	0.6	2.1	0.9	1.9	1.4	1.6	0.6
COLLEGE TEACHER	0.3	0.6	0.1	0.2	0.5	0.7	0.3	0.3	0.4	0.9
DOCTOR (M.D. OR D.D.S.)	1.0	1.9	0.1	0.6	1.5	2.1	1.1	0.8	2.0	3.1
EDUCATOR (SECONDARY)	1.7	1.9	0.9	1.3	1.4	2.3	2.3	1.5	2.1	2.1
ELEMENTARY TEACHER	0.5	0.3	0.1	0.2	1.0	0.3	0.6	1.5	0.7	0.3
ENGINEER	2.4	6.9	3.4	5.3	3.8	6.7	1.4	2.7	1.8	8.7
FARMER OR FORESTER	4.8	7.0	5.0	9.1	1.3	6.3	8.8	9.3	1.7	5.6
HEALTH PROFESSIONAL (NON-M.D.)	1.0	1.1	1.7	1.0	0.8	1.1	0.5	1.0	1.0	1.3
LAWYER	0.5	1.0	0.3	0.3	0.4	1.1	0.4	0.0	1.0	1.7
MILITARY CAREER	1.9	1.6	2.1	1.0	2.6	1.8	1.2	5.3	2.5	1.9
RESEARCH SCIENTIST	0.3	0.6	0.3	0.3	0.2	0.5	0.2	1.2	0.5	0.9
SKILLED WORKER	13.4	14.2	14.2	17.2	12.6	13.4	13.1	20.2	13.9	11.9
SEMI-SKILLED WORKER	20.9	9.2	20.0	11.9	21.7	9.0	20.6	13.6	22.5	6.5
UNSKILLED WORKER	17.4	3.7	19.0	5.4	16.5	3.4	16.9	3.8	16.7	2.3
UNEMPLOYED	4.0	0.9	3.6	1.2	5.0	0.8	4.2	1.5	2.8	0.7
OTHER	21.2	16.8	23.2	18.6	20.4	16.3	20.7	17.8	20.3	15.3
ESTIMATED PARENTAL INCOME (2) **										
LESS THAN $4,000	29.3	4.6	25.9	6.1	25.2	4.2	37.2	15.6	19.0	3.5
$4,000 - $5,999	26.0	9.5	30.8	12.6	24.6	8.9	25.1	18.4	21.8	7.0
$6,000 - $7,999	17.2	15.9	18.2	19.6	18.9	15.3	14.2	17.3	21.4	12.5
$8,000 - $9,999	10.6	18.0	10.9	19.3	10.1	18.2	9.2	19.4	14.2	16.3
$10,000 - $14,999	10.9	28.5	9.8	26.7	13.2	29.0	8.8	19.5	15.3	29.9
$15,000 - $19,999	3.9	11.1	3.7	8.7	4.0	11.6	3.4	6.2	5.2	13.2
$20,000 - $24,999	1.0	5.1	0.3	3.4	1.6	5.1	1.0	2.0	1.3	6.8
$25,000 - $29,999	0.5	2.4	0.1	1.3	1.1	2.7	0.4	0.5	0.6	3.4
$30,000 OR MORE	0.8	4.8	0.3	2.3	1.2	5.0	0.7	1.1	1.2	7.4
MAJOR SOURCES OF FINANCIAL SUPPORT DURING FRESHMAN YEAR **										
PERSONAL SVGS OR EMPLOYMENT	22.3	35.5	32.2	46.1	17.5	30.1	18.8	31.4	19.3	30.4
PARENTAL OR FAMILY AID	25.9	46.4	21.9	37.1	21.3	46.9	28.0	30.5	33.3	55.7
REPAYABLE LOAN	23.2	11.8	15.0	7.9	28.6	16.4	29.0	14.0	16.5	10.5
SCHOLARSHIP/GRANT/OR OTHER GIFT	38.2	17.1	32.8	10.9	49.8	22.2	35.1	33.7	42.5	17.9
CONCERN ABOUT FINANCING EDUC **										
NONE	22.8	36.0	29.6	38.0	19.7	35.0	19.9	29.5	22.3	35.0
SOME CONCERN	56.2	56.7	52.0	54.7	57.8	57.5	56.9	54.2	59.9	58.0
MAJOR CONCERN	21.0	7.3	18.4	7.3	22.6	7.5	23.3	16.3	17.7	7.0

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(2) Reported estimate of total income of parental family last year (all sources before taxes).

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
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(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-Year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT **										
ACHIEVE IN A PERFORMING ART	12,1	6,8	12,0	6,4	11.3	7,3	13,2	11,1	10,3	6,7
BE AN AUTHORITY IN MY FIELD	67,6	60,9	56,6	56,7	72.3	62,7	70,0	65,9	74,4	63,2
OBTAIN RECOGNITION FROM PEERS	54,9	40,4	52,3	35,7	53.8	42,0	56,9	51,0	55,5	43,5
PERFORM OR COMPOSE MUSIC	10,0	6,8	10,2	6,3	10.5	7,0	10,2	7,6	8,2	7,1
BE AN EXPERT IN FINANCE	20,1	15,0	20,7	16,5	15,1	13,8	23,1	24,1	17,7	15,0
BE ADMINISTRATIVELY RESPONSIBLE	33,1	27,3	35,6	26,7	29.5	27,8	33,8	37,4	31,8	27,3
BE VERY WELL-OFF FINANCIALLY	59,8	50,9	59,3	53,0	60.6	48,0	59,9	58,1	59,6	52,0
HELP OTHERS IN DIFFICULTY	61,3	49,1	55,8	45,8	64.0	52,7	63,6	63,7	61,4	48,6
JOIN THE PEACE CORPS OR VISTA	15,6	11,7	14,8	9,8	15.2	13,1	16,6	15,2	15,0	11,8
BECOME AN OUTSTANDING ATHLETE	29,3	17,0	38,5	17,7	33.3	19,6	24,8	25,3	21,2	13,2
BECOME A COMMUNITY LEADER	38,2	24,2	34,3	19,7	39,9	27,1	39,4	36,4	39,8	25,6
CONTRIBUTE TO SCIENTIFIC THEORY	17,0	14,1	13,7	9,7	17.3	14,5	17,1	14,3	22,2	18,1
WRITE ORIGINAL WORKS	12,0	10,8	10,4	7,6	12.7	11,9	11,8	16,0	14,5	13,0
NOT BE OBLIGATED TO PEOPLE	29,9	24,7	28,4	24,8	28,4	24,5	31,1	30,7	30,8	24,7
CREATE WORKS OF ART	11,1	9,5	12,8	9,7	8.5	9,0	10,8	12,1	11,9	9,8
KEEP UP WITH POLITICAL AFFAIRS	52,1	51,6	43,3	43,7	50.3	54,7	58,8	63,0	51,5	56,4
SUCCEED IN MY OWN BUSINESS	62,0	55,0	58,1	59,8	56,5	51,1	68,0	57,6	59,9	54,3
DEVELOP A PHILOSOPHY OF LIFE	79,8	78,7	72,4	72,7	81.7	81,7	82,0	81,4	84,2	81,5
STUDENTS ESTIMATE CHANCES ARE VERY GOOD THAT THEY WILL **										
GET MARRIED WHILE IN COLLEGE	4,1	6,1	3,8	6,7	4,7	5,7	3,8	8,5	4,9	5,9
MARRY WITHIN A YEAR AFTER COLL	12,2	16,9	10,7	15,5	15,7	18,1	12,1	18,5	10,8	16,7
OBTAIN AVRG GRD OF A- OR HIGHER	5,0	3,0	6,5	2,4	3.4	2,6	5,1	4,5	4,6	4,0
CHANGE MAJOR FIELD	11,5	13,9	9,5	9,7	14.0	15,1	11,5	12,8	12,1	16,9
CHANGE CAREER CHOICE	10,1	15,2	9,3	11,3	11,5	16,5	9,4	10,2	11,8	17,8
FAIL ONE OR MORE COURSES	2,0	2,4	1,2	2,2	3,5	2,6	1,8	4,6	2,7	2,4
GRADUATE WITH HONORS	7,7	4,0	7,8	2,6	5,6	4,0	8,7	8,4	7,5	5,6
BE ELECTED TO A STUDENT OFFICE	6,0	2,2	3,9	1,1	7.1	2,7	7,0	6,9	6,0	2,8
JOIN SOCIAL FRAT OR SORORITY	27,4	25,0	20,7	16,4	28,9	28,0	32,5	18,8	23,8	30,5
AUTHOR A PUBLISHED ARTICLE	4,1	4,4	2,3	2,4	4,8	5,2	4,0	6,7	7,2	5,6
BE ELECTED TO AN HONOR SOCIETY	3,6	2,4	2,6	0,9	1.9	2,5	4,5	4,5	4,6	3,9
PARTICIPATE IN DEMONSTRATIONS	7,6	4,1	4,7	3,3	8,5	4,5	9,2	11,2	7,3	4,6
DROP OUT TEMPORARILY	0,8	0,8	1,0	0,9	0.4	0,8	1,0	1,1	0,5	0,7
DROP OUT PERMANENTLY	0,5	0,4	0,5	0,4	0.8	0,4	0,5	0,5	0,4	0,3
TRANSFER TO ANOTHER COLLEGE	7,9	12,4	11,1	17,8	9,0	11,2	6,2	19,0	5,7	8,0

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	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
STUDY HABITS (ALWAYS OR USUALLY) DURING PAST YEAR										
TURNED IN ASSIGNED WORK ON TIME	91.7	95.3	88.8	93.8	93.2	95.8	92.1	92.0	93.4	96.4
HAD TROUBLE CONCENTRATING	13.1	14.0	14.9	18.3	15.4	12.6	12.0	12.7	10.5	10.9
KEPT STUDY PLACE NEAT	78.7	69.7	84.4	75.2	71.0	68.0	80.1	76.4	74.2	65.8
WAS TOO BORED TO STUDY	7.0	9.9	8.2	11.6	7.7	9.1	6.1	8.5	6.0	9.2
OUTLINED READING ASSIGNMENT	45.4	23.1	42.5	25.5	41.3	22.5	50.6	41.5	41.2	21.3
MADE CARELESS MISTAKES ON TEST	17.7	14.5	18.7	15.5	18.5	14.7	17.8	17.0	15.0	13.2
DID HOMEWORK EVERY DAY	32.8	45.7	29.8	38.4	32.9	49.5	32.6	34.4	38.7	48.9
STUDIED ALONE	81.5	91.1	76.7	89.1	86.4	91.6	80.0	83.3	88.1	92.7
PUT OFF STARTING HOMEWORK	15.3	23.2	16.1	24.4	18.1	22.3	13.1	19.5	16.3	23.1
GOT EXAM JITTERS	24.6	20.2	31.1	24.7	25.2	19.9	21.8	22.2	19.9	15.9
FELL ASLEEP WHILE STUDYING	6.5	3.7	7.5	4.3	6.5	3.5	6.2	4.7	5.2	3.2
MEMORIZED WITHOUT UNDERSTANDING	12.1	7.6	14.2	10.5	12.5	6.9	12.0	9.6	8.0	5.3
FAILED TO COMPLETE ASSIGNMENT	7.2	4.0	7.4	5.4	6.6	3.6	8.3	8.3	4.4	2.9
SHARED NOTES WITH OTHER STUDENTS	33.6	23.1	31.2	24.4	30.1	23.6	38.2	37.0	30.0	21.3
CHECKED WORK BEFORE SUBMITTING	81.5	73.9	77.6	69.0	80.3	76.0	84.7	71.2	81.7	76.5
DID WORK FOR EXTRA CREDIT	24.1	12.7	22.7	13.2	23.2	12.4	25.7	19.0	23.4	12.6
MADE UP AND TOOK OWN TEST	13.4	6.1	14.1	6.7	11.6	6.1	14.7	12.4	10.7	5.4
DAY DREAMED WHILE STUDYING	10.0	15.1	11.6	14.9	13.0	15.2	7.9	13.7	8.9	15.4
RECD LOWER GRADE THAN DESERVED	6.3	3.6	7.7	4.4	7.8	3.3	5.5	7.0	4.4	3.0
INCLUDED MINOR DETAILS IN NOTES	34.3	26.2	36.3	26.2	29.9	26.4	36.0	33.2	31.9	25.8
WASTED TIME IN BULL SESSIONS	12.2	16.2	11.9	19.2	13.0	15.8	12.8	18.9	9.8	13.7
ANALYZED OWN MISTAKES	65.6	56.7	64.6	48.4	63.5	59.3	66.7	55.7	66.8	62.4
READ TABLES CHARTS CAREFULLY	58.8	52.2	55.7	47.2	57.1	53.7	61.4	55.6	59.0	55.7
STUDIED WITH RADIO ON	20.7	21.0	22.5	21.0	21.5	21.1	19.2	22.9	20.8	20.9
STUDIED WITH T.V. ON	9.7	5.7	10.3	7.1	8.2	5.2	10.1	12.4	9.3	4.9
CLARIFIED WORK WITH INSTRUCTOR	55.2	42.1	47.5	38.2	56.8	44.4	58.7	53.9	56.7	43.5
AGREE STRONGLY OR SOMEWHAT										
STUDENT DESIGN OF CURRICULUM	89.9	88.6	89.1	89.4	88.7	87.4	90.5	91.1	91.4	89.2
PUBLISH ALL SCIENCE FINDINGS **	58.2	57.7	59.3	56.3	57.0	57.9	59.1	59.4	55.2	58.9
INDIVIDUAL CANNOT CHANGE SOCIETY	37.6	35.2	43.2	36.8	36.2	34.5	35.7	32.4	34.5	34.1
COLL CONTROL STDT BEHAV OFF CAMP	36.0	22.4	36.9	22.8	32.3	24.7	41.0	29.9	25.9	19.4
BENEFIT OF COLLEGE IS MONETARY**	74.9	64.5	79.7	74.4	70.1	60.2	76.7	73.5	68.1	58.8
BASE FACULTY PAY ON STDT EVAL **	63.5	64.1	65.5	62.8	58.0	63.6	65.2	63.9	62.5	66.1
MY BELIEFS ARE SIMILAR TO OTHERS	63.1	70.2	65.4	72.1	58.5	70.5	65.4	64.2	58.7	67.9
REGULATE STUDENT PUBLICATIONS **	66.9	55.3	70.9	63.0	56.6	54.5	72.3	59.2	57.8	48.4
MARIJUANA SHOULD BE LEGALIZED	22.2	21.3	26.3	19.1	24.1	20.5	19.4	32.2	20.3	24.5
LIMIT CARS TO REDUCE AIR POLLUT	47.5	45.9	49.7	44.5	47.6	46.6	46.3	52.2	46.5	46.4
URBAN PROBS REQUIRE MUCH MONEY	67.3	51.0	69.6	51.5	66.4	51.7	65.2	59.9	69.8	49.6
OUTLAW CIGARETTE ADVERTISING	37.9	40.1	39.6	40.1	37.9	41.5	38.5	39.0	33.4	38.5
COLLEGE HAS RIGHT TO BAN SPKR **	32.6	34.0	37.0	38.4	27.9	33.6	35.3	33.9	24.3	30.0
ARMY SHOULD BE VOLUNTARY	46.1	40.9	48.2	38.2	45.7	41.0	45.9	52.8	43.7	43.5
GIVE DISADVANTAGED PREF TRTMNT**	67.6	42.1	69.6	47.9	67.8	40.3	66.7	65.4	66.2	37.9
COLL TOO LAX ON STDT PROTEST **	41.8	58.6	47.7	61.3	36.4	58.7	42.5	47.8	36.8	55.6

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		Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
PERCENTAGE OF STUDENTS REPORTING THAT DURING THE PAST YEAR THEY											
VOTED IN STUDENT ELECTION (3)	**	72.4	74.5	61.1	70.4	74.0	76.3	77.2	74.9	77.4	76.6
CAME LATE TO CLASS	**	65.5	55.1	65.6	57.2	63.5	54.4	66.3	64.9	65.5	53.6
PLAYED A MUSICAL INSTRUMENT	**	35.7	36.1	31.2	31.8	37.7	37.6	36.7	35.2	38.3	38.6
STUDIED IN THE LIBRARY (3)	**	38.1	29.0	30.1	28.1	37.0	29.4	43.7	44.5	38.4	29.5
CHECKED OUT A LIBRARY BOOK (3)	**	44.4	43.0	37.7	40.0	46.2	44.8	47.1	47.0	46.8	44.1
ARRANGED DATE FOR ANOTHER STDT	**	50.0	50.4	44.4	53.4	45.2	48.6	56.5	54.5	47.9	49.2
OVERSLEPT AND MISSED A CLASS	**	27.4	21.6	28.9	24.7	29.1	21.0	26.8	32.9	24.6	19.2
TYPED A HOMEWORK ASSIGNMENT (3)	**	15.3	15.3	12.5	12.0	14.5	15.9	16.4	18.8	18.2	17.9
DISCUSSED FUTURE WITH PARENTS		37.5	31.6	36.5	29.9	37.4	33.2	37.8	35.0	38.6	31.6
WAS LATE WITH HOMEWORK ASSGNT	**	72.5	68.3	72.9	73.4	76.0	67.1	71.4	78.2	70.9	64.3
ARGUED WITH TEACHER IN CLASS	**	36.9	58.4	36.7	51.4	42.2	61.0	32.9	51.2	41.3	62.7
ATTENDED RELIGIOUS SERVICE		92.5	89.0	88.8	87.3	91.9	90.6	95.7	91.5	90.9	88.9
PROTESTED AGAINST VIETNAM WAR		8.6	4.7	12.1	3.8	8.4	5.2	7.4	9.7	5.7	5.0
PROTESTED AGAINST RACIAL DISCRIM		37.0	5.6	35.8	4.2	40.5	6.3	35.6	32.2	38.4	6.1
PROTESTED AGAINST SCHOOL ADMIN		28.7	17.0	23.1	14.8	31.6	18.2	30.4	28.2	29.7	17.8
DID EXTRA READING FOR CLASS (3)	**	14.2	8.5	12.8	6.6	13.2	9.0	14.9	13.7	15.9	9.8
TOOK SLEEPING PILLS	**	3.9	5.0	5.2	5.2	3.7	4.7	3.2	4.4	3.8	5.0
TUTORED ANOTHER STUDENT	**	46.3	43.6	37.8	31.7	49.7	47.8	46.9	47.0	54.5	51.2
PLAYED CHESS	**	31.2	55.0	27.6	49.5	37.2	57.1	26.2	49.5	42.7	58.3
READ POETRY NOT REQD FOR COURSE		59.0	43.6	48.9	37.6	59.6	46.2	65.3	59.4	59.1	46.9
TOOK A TRANQUILIZING PILL	**	4.0	6.1	4.0	6.9	4.0	5.8	4.0	8.3	4.0	5.8
DISCUSSED RELIGION (3)	**	22.0	22.9	18.2	17.4	27.5	25.9	20.7	29.6	25.0	25.2
TOOK VITAMINS	**	50.4	56.4	61.0	56.3	62.8	58.1	59.0	64.2	60.5	54.6
VISITED ART GALLERY OR MUSEUM	**	69.4	66.2	64.5	63.3	72.2	67.6	70.7	76.6	70.6	67.7
PART IN H.S. POLITICAL CAMPAIGN		47.2	40.3	33.8	31.7	48.2	43.8	54.3	47.6	49.7	45.4
PART IN OTHER POLITICAL CAMPAIGN		12.3	12.1	10.9	8.7	13.3	12.9	13.0	15.9	11.3	14.5
MISSED SCHL RECS OF ILLNESS (3)	**	3.0	1.9	4.2	2.2	3.0	1.7	2.4	4.8	2.2	1.6
SMOKED CIGARETTES (3)	**	13.4	18.7	14.4	24.9	10.2	15.6	14.9	22.7	11.4	15.6
DISCUSSED POLITICS (3)	**	22.2	32.5	14.8	23.4	25.9	35.2	23.4	35.1	27.3	38.8
DRANK BEER	**	53.7	63.5	52.0	66.6	58.9	61.5	55.5	64.8	51.7	62.5
DISCUSSED SPORTS (3)	**	65.9	55.4	63.7	52.1	68.5	58.0	66.5	55.9	65.5	55.8
ASKED TEACHER FOR ADVICE (3)	**	32.8	20.1	31.4	17.4	33.5	21.8	33.4	31.4	32.4	20.7
HAD VOCATIONAL COUNSELING	**	65.4	59.6	60.1	62.2	64.0	59.9	69.5	59.8	65.1	56.4
STAYED UP ALL NIGHT	**	57.6	58.2	58.9	60.9	60.8	56.2	53.5	67.5	62.6	57.7

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 surveys.

(3) Frequently only, all other items frequently plus occasionally.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN
(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
AGE, IN YEARS, AS OF DECEMBER 31, 1968 **										
16 OR YOUNGER	0.3	0.1	0.0	0.1	0.4	0.2	0.5	0.0	0.2	0.1
17	9.1	5.2	5.1	3.2	11.8	6.5	8.7	9.7	11.7	5.2
18	66.6	80.9	51.8	74.1	70.3	83.2	69.2	69.4	71.1	83.8
19	15.7	9.7	18.3	13.4	13.7	8.1	16.9	13.8	11.7	8.6
20	3.0	1.2	5.4	2.6	2.1	0.8	2.9	4.0	1.8	0.7
21	1.0	0.4	2.5	0.9	0.2	0.3	0.7	1.6	1.0	0.3
OLDER THAN 21	4.3	2.4	16.9	5.7	1.5	1.0	1.1	0.5	2.4	1.3
AVERAGE GRADE IN HIGH SCHOOL **										
A OR A+	2.0	6.5	0.8	1.9	2.5	7.2	2.0	1.0	2.5	10.1
A-	6.4	12.0	2.7	4.3	7.1	13.8	7.0	3.8	7.9	16.7
B+	18.0	20.5	11.3	11.9	17.6	23.7	20.9	22.0	18.0	24.0
B	24.4	27.2	21.8	26.9	23.5	28.5	25.4	29.5	25.9	25.6
B-	16.5	13.9	17.2	17.9	18.9	13.0	15.5	14.3	16.1	11.4
C+	18.7	11.5	22.5	19.1	18.4	9.1	17.6	13.9	17.8	7.9
C	13.5	8.0	22.5	17.4	11.8	4.6	11.2	15.6	11.6	4.3
D	0.5	0.2	1.3	0.5	0.2	0.1	0.4	0.0	0.2	0.1
SECONDARY SCHOOL ACHIEVEMENTS **										
ELECTED PRESIDENT STDT ORGNZ	25.6	20.3	12.7	13.7	24.9	22.5	31.8	30.1	23.4	23.2
HIGH RATING STATE MUSIC CONTEST	10.3	12.3	6.0	8.7	10.7	13.0	12.0	15.5	10.4	14.7
STATE/REGIONAL SPEECH CONTEST	7.9	6.3	6.9	4.3	7.6	6.6	8.9	8.2	6.8	7.7
MAJOR PART IN A PLAY	25.7	16.9	17.0	13.1	20.6	18.5	34.3	28.5	17.5	18.4
VARSITY LETTER (SPORTS)	10.8	13.4	13.4	13.1	12.8	14.1	9.8	15.5	9.5	12.7
AWARD IN ART COMPETITION	4.7	6.5	4.2	5.7	6.0	6.6	4.4	7.8	4.8	7.1
EDITED SCHOOL PAPER	14.0	15.4	8.1	10.1	15.7	17.3	16.1	14.9	13.1	17.7
HAD ORIGINAL WRITING PUBLISHED	15.2	20.1	10.2	13.7	20.2	22.3	14.0	20.1	18.5	22.9
NSF SUMMER PROGRAM	1.4	0.6	0.4	0.2	2.3	0.6	1.5	2.1	1.3	0.8
ST/REGIONAL SCIENCE CONTEST	5.3	2.0	2.4	1.2	5.4	2.1	7.2	3.8	3.0	2.6
SCHOLASTIC HONOR SOCIETY	28.0	33.6	11.5	13.7	33.1	38.8	31.9	20.6	30.1	45.1
NATIONAL MERIT RECOGNITION	7.6	7.6	2.9	2.7	11.7	8.5	6.5	5.6	11.1	10.8
RATED ACADEMIC STANDARDS OF H.S.										
VERY HIGH	23.8	32.6	19.0	25.3	27.7	33.8	22.3	26.3	27.9	37.9
FAIRLY HIGH	29.7	35.8	23.9	32.4	30.8	37.9	32.1	29.3	28.4	36.0
ABOUT AVERAGE	41.1	28.2	51.8	38.1	34.7	25.3	40.9	37.0	37.4	23.0
PROBABLY BELOW AVERAGE	4.4	2.9	4.4	3.8	5.2	2.5	4.0	6.1	4.6	2.6
DEFINITELY BELOW AVERAGE	1.0	0.5	0.8	0.4	1.7	0.5	0.7	1.2	1.5	0.5
RANK IN HIGH SCHOOL CLASS										
TOP 1 PER CENT	9.1	6.6	2.7	2.3	7.9	7.4	12.1	3.9	8.7	9.4
TOP 10 PER CENT	25.8	25.0	9.3	10.8	26.7	28.0	32.5	21.7	23.4	33.8
TOP QUARTER	22.5	29.1	20.2	22.7	27.9	32.3	19.4	20.6	27.9	30.3
SECOND QUARTER	21.7	25.0	28.3	34.4	22.2	23.2	18.7	34.9	22.3	18.9
THIRD QUARTER	16.8	12.0	30.7	24.9	12.6	8.0	14.1	18.4	14.6	6.4
FOURTH QUARTER	4.1	2.2	8.9	4.9	2.7	1.1	3.2	0.6	3.2	1.2

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WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN
(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
HIGHEST DEGREE PLANNED **										
NONE	2.9	4.2	5.9	8.7	2.1	2.4	1.9	4.6	3.3	2.4
ASSOCIATE (OR EQUIVALENT)	5.3	8.6	21.1	26.3	1.6	1.6	1.7	1.7	2.1	2.3
BACHELORS DEGREE (B.A., B.S.)	31.0	45.2	33.2	37.5	27.4	46.6	30.3	36.0	35.4	50.5
MASTERS DEGREE (M.A., M.S.)	43.0	32.3	28.0	19.2	46.7	39.9	48.1	40.4	40.0	33.3
PH.D. OR ED.D.	13.8	5.5	6.2	2.4	18.0	6.5	14.9	15.6	14.0	7.0
M.D., D.D.S., OR D.V.M.	2.1	1.7	1.0	0.8	2.6	1.5	1.9	1.7	3.3	2.7
LL.B. OR J.D.	0.3	0.3	0.3	0.1	0.6	0.3	0.2	0.0	0.5	0.5
B.D.	0.3	0.2	0.3	0.2	0.2	0.1	0.2	0.0	0.4	0.2
OTHER	1.4	2.1	4.0	4.8	0.8	1.0	0.7	0.0	1.1	1.2
PROBABLE MAJOR FIELD OF STUDY **										
AGRICULTURE (INCL FORESTRY)	0.2	0.1	0.1	0.2	0.0	0.0	0.3	0.0	0.1	0.2
BIOLOGICAL SCIENCES	3.2	3.1	1.3	1.7	3.8	3.6	3.8	4.1	2.8	3.6
BUSINESS	18.0	11.6	30.8	28.2	12.4	4.8	16.7	8.3	14.5	6.0
EDUCATION	17.2	19.4	9.4	16.8	18.2	22.9	19.4	22.6	17.0	16.7
ENGINEERING	0.2	0.3	0.4	0.3	0.1	0.2	0.0	0.0	0.4	0.5
ENGLISH	4.4	6.5	2.3	3.9	5.9	8.4	4.9	3.9	3.6	6.2
HEALTH PROFESSIONS (NON-M.D.)	11.5	10.2	26.5	14.4	9.9	7.0	6.4	3.2	14.4	11.2
HISTORY, POLITICAL SCIENCE	5.2	5.5	3.2	3.2	8.0	6.8	5.0	7.4	4.6	5.6
HUMANITIES (OTHER)	2.6	6.2	2.4	3.3	2.7	7.5	2.7	3.8	2.3	6.8
FINE ARTS	6.5	10.8	4.4	8.6	7.3	11.4	6.7	11.6	7.1	12.2
MATHEMATICS OR STATISTICS	3.4	4.2	0.9	1.5	4.3	5.7	3.9	4.1	3.6	4.6
PHYSICAL SCIENCES	1.1	0.9	0.5	0.3	1.3	1.1	1.3	1.0	0.7	1.3
PRE-PROFESSIONAL	2.3	2.1	1.3	1.4	2.7	1.6	1.4	3.4	5.0	3.4
PSYCHOL, SOCIOL, ANTHROPOL	18.3	11.5	12.1	8.3	17.5	12.7	20.5	17.4	18.6	12.6
OTHER FIELDS (TECHNICAL)	1.1	1.1	1.1	1.6	1.4	0.9	1.0	0.6	1.1	1.0
OTHER FIELDS (NONTECHNICAL)	4.0	4.5	2.6	4.6	3.6	3.4	5.1	7.9	3.2	6.1
UNDECIDED	0.8	2.0	0.7	1.6	0.9	2.0	0.8	0.6	1.1	2.2
PROBABLE CAREER OCCUPATION **										
ARTIST (INCL PERFORMER)	4.9	8.1	2.9	6.4	4.8	7.5	5.5	10.8	5.7	10.3
BUSINESSMAN	6.9	3.1	9.5	5.4	4.3	1.7	6.9	5.7	7.1	2.8
CLERGYMAN	0.1	0.3	0.0	0.4	0.1	0.3	0.1	0.0	0.1	0.1
COLLEGE TEACHER	1.6	0.8	0.4	0.5	1.3	0.9	2.3	1.7	1.4	0.9
DOCTOR (M.D. OR D.D.S.)	1.6	1.2	0.3	0.7	2.3	1.2	1.3	1.1	3.3	1.9
EDUCATOR (SECONDARY)	16.1	18.2	7.8	10.8	23.1	23.1	16.4	19.5	16.1	18.1
ELEMENTARY TEACHER	17.4	19.6	13.3	17.8	19.1	24.6	19.7	20.3	12.6	13.8
ENGINEER	0.1	0.2	0.2	0.1	0.1	0.2	0.0	0.0	0.3	0.4
FARMER OR FORESTER	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.0	0.0	0.2
HEALTH PROFESSIONAL (NON-M.D.)	6.1	5.6	5.5	5.4	5.0	4.6	4.1	5.7	7.5	7.3
LAWYER	1.3	0.6	0.5	0.2	1.6	0.6	1.0	1.3	2.5	0.9
NURSE	7.6	6.0	21.1	9.9	6.8	3.8	3.3	1.6	8.2	6.1
RESEARCH SCIENTIST	1.7	1.7	0.5	0.6	2.4	1.8	1.8	2.8	1.6	2.5
OTHER CHOICE	29.1	23.3	33.8	33.2	23.2	18.3	29.9	25.5	27.9	21.2
UNDECIDED	5.4	11.1	4.1	8.3	5.9	11.4	5.5	4.0	5.8	13.4

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BY TYPE OF INSTITUTION AND RACE: WOMEN
(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
NUMBER OF APPLICATIONS TO OTHER COLLEGES **										
NONE	45,7	52,1	58,8	63,4	36,8	44,0	43.4	44.3	46,8	53,3
ONE	21,8	20,8	19,4	18,4	22,5	22,2	22.4	21.0	22,5	21,0
TWO	17,6	13,5	10,0	9,5	19,5	16,4	20.5	16.6	16,3	12,9
THREE	8,6	7,6	5,1	4,9	10,9	9,7	9,1	7.3	8,5	7,1
FOUR	3,8	3,4	3,2	1,8	5,9	4,4	3.3	4.9	3,6	3,3
FIVE	1,6	1,7	2,1	1,1	2,7	2,1	0.9	4.7	1,6	1,6
SIX OR MORE	0,9	1,0	1,3	0,8	1,8	1,2	0.4	1.2	0,8	0,8
NUMBER OF ACCEPTANCES BY OTHER COLLEGES **										
NONE	33,1	46,4	47,8	59,9	26,6	39,3	31.1	30.4	33,6	46,5
ONE	33,7	29,2	34,6	26,7	32,4	30,6	34.2	29.0	33,1	29,0
TWO	22,5	15,8	12,5	9,7	26,0	19,1	24.6	27.6	21,3	15,6
THREE	7,3	6,1	3,8	2,7	9,5	7,8	7.3	8.2	7,7	6,2
FOUR	2,2	1,7	1,0	0,6	3,2	2,1	1.8	2.4	3,4	2,0
FIVE	0,7	0,5	0,0	0,2	1,2	0,7	0.7	1.6	0,7	0,5
SIX OR MORE	0,4	0,3	0,3	0,2	1,1	0,3	0.3	0.8	0,0	0,2
MAJOR INFLUENCES IN DECIDING TO ATTEND THIS COLLEGE **										
PARENT OR OTHER RELATIVE	57,2	51,3	49,9	53,3	53,5	51,1	62.8	48.6	53,7	49,8
H.S. TEACHER OR COUNSELOR	31,5	20,8	30,2	22,2	34,8	22,7	30.3	28.5	33,0	16,9
FRIENDS ATTENDING THIS COLLEGE	13,8	15,9	9,4	14,2	8,6	15,9	18.0	11.4	12,4	17,5
GRAD OR OTHER COLLEGE REP	16,6	12,6	10,7	10,4	18,0	15,0	20.0	18.6	12,7	11,4
COUNSELING OR PLACEMENT SERVICE	11,0	4,0	15,0	5,4	11,5	3,6	8.2	1.6	13,2	3,2
ATHLETIC PROGRAM OF THE COLLEGE	2,3	2,3	2,6	1,5	1,0	2,9	2.6	1.0	2,4	2,3
OTHER EXTRACURRICULAR ACTIVITIES	5,1	4,9	3,5	3,1	4,1	5,1	5.6	2.4	6,4	6,3
SOCIAL LIFE OF THE COLLEGE	7,4	8,2	7,4	5,3	5,2	8,5	8.0	5.1	7,6	10,4
CHANCE TO LIVE AWAY FROM HOME	14,4	18,1	5,0	7,4	17,5	21,0	16.3	20.2	16,2	23,7
LOW COST	21,3	24,4	31,1	31,2	19,1	21,4	18.1	24.2	21,1	22,2
ACADEMIC REPUTATION OF THE COLL	44,2	47,4	29,0	27,9	53,3	53,6	40.8	35.5	60,0	56,8
MOST STUDENTS ARE LIKE ME	4,6	9,6	4,7	8,4	4,5	11,8	5.3	5.0	2,2	7,6
RELIGIOUS AFFILIATION	5,9	7,6	4,9	6,7	9,1	11,5	6.8	2.3	2,2	3,0
WHILE GROWING UP,I LIVED										
ON A FARM	9,0	9,4	7,3	11,9	3,7	9,2	14.4	7.7	1,6	7,3
IN A SMALL TOWN	20,3	20,2	18,7	21,9	18,9	21,9	25.8	20.4	8,3	16,1
IN A MODERATE SIZE TOWN OR CITY	31,9	33,8	35,8	37,8	23,2	32,7	36.1	30.6	25,2	31,4
IN A SUBURB OF A LARGE CITY	7,5	23,1	7,4	15,8	7,2	23,2	6.7	15.4	10,2	29,8
IN A LARGE CITY	31,3	13,6	30,8	12,7	46,9	13,0	17.0	25.9	54,6	15,4

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		Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
REGION OF HOME STATE (1)	**										
MIDDLE STATES		18.9	25.4	47.8	30.2	20.6	32.5	11.1	42.3	7.2	10.5
NEW ENGLAND		1.6	7.1	1.8	5.6	1.3	7.7	0.4	0.0	4.7	7.3
NORTH CENTRAL		30.8	37.1	14.8	24.4	53.8	38.3	23.6	14.7	41.3	47.0
NORTHWEST		0.1	2.1	0.0	0.1	0.0	2.1	0.1	0.0	0.3	4.0
SOUTHERN		45.0	17.1	25.1	21.2	20.3	11.1	64.3	40.5	43.3	23.0
WESTERN		3.1	10.6	9.3	18.0	3.9	7.6	0.3	1.1	3.0	7.9
FOREIGN		0.4	0.6	1.1	0.5	0.7	0.7	0.1	1.4	0.3	0.4
FATHERS EDUCATION	**										
GRAMMAR SCHOOL OR LESS		25.6	8.8	31.4	13.5	21.6	7.8	27.1	20.8	19.6	5.8
SOME HIGH SCHOOL		30.2	14.8	29.9	21.3	25.2	13.9	31.9	24.6	31.4	9.9
HIGH SCHOOL GRADUATE		23.7	29.0	23.9	32.5	26.3	28.7	22.0	25.8	24.8	26.1
SOME COLLEGE		10.9	19.4	10.8	17.4	14.1	19.4	8.9	10.0	13.3	21.2
COLLEGE DEGREE		5.9	18.1	3.1	11.6	7.8	18.8	5.7	13.2	6.9	23.3
POSTGRADUATE DEGREE		3.7	10.0	0.9	3.7	5.0	11.5	4.3	5.5	4.0	13.6
MOTHERS EDUCATION	**										
GRAMMAR SCHOOL OR LESS		13.4	5.7	18.3	9.4	11.1	4.7	13.2	13.2	11.4	3.7
SOME HIGH SCHOOL		33.7	12.9	39.7	19.6	27.1	11.4	35.1	24.8	30.4	8.8
HIGH SCHOOL GRADUATE		29.6	42.1	30.4	44.0	34.3	42.6	27.0	31.2	31.3	39.7
SOME COLLEGE		12.1	21.1	8.7	16.7	13.9	21.3	11.4	14.9	15.1	24.8
COLLEGE DEGREE		8.3	15.4	2.0	9.1	9.9	16.7	10.1	10.7	8.2	19.3
POSTGRADUATE DEGREE		2.9	2.8	0.9	1.3	3.8	3.2	3.1	5.1	3.5	3.7
RELIGIOUS BACKGROUND	**										
PROTESTANT		54.4	53.1	51.8	51.0	55.8	53.1	54.9	51.8	54.0	55.6
ROMAN CATHOLIC		9.8	34.0	8.6	37.1	11.5	34.6	4.8	17.7	22.3	29.9
JEWISH		0.0	5.7	0.0	2.5	0.1	5.5	0.0	1.0	0.1	8.7
OTHER		34.6	5.0	37.4	7.0	32.7	4.6	38.9	27.9	22.8	3.5
NONE		1.3	2.3	2.2	2.4	0.7	2.1	1.3	1.6	0.9	2.4
PRESENT RELIGIOUS PREFERENCE	**										
PROTESTANT		49.6	48.3	47.3	47.4	47.6	48.3	52.3	40.8	46.5	49.6
ROMAN CATHOLIC		13.4	32.9	12.5	36.8	15.5	33.3	8.4	16.0	25.3	28.3
JEWISH		0.1	5.0	0.1	2.3	0.1	4.8	0.1	2.1	0.5	7.8
OTHER		33.3	6.2	37.2	7.9	31.3	5.9	37.1	26.4	22.2	5.0
NONE		3.6	7.6	2.9	5.5	5.5	7.8	2.2	14.7	5.4	9.3

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.

(1) States have been grouped according to the areas defined by the six regional accrediting associations.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN
(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
FATHERS OCCUPATION **										
ARTIST (INCL PERFORMER)	0.8	0.8	1.4	0.6	0.3	0.9	0.6	1.2	1.0	1.0
BUSINESSMAN	5.6	32.2	5.4	26.4	6.9	33.0	4.6	16.5	7.3	36.5
CLERGYMAN	2.0	0.9	1.5	0.6	2.2	1.2	2.4	1.2	1.5	0.6
COLLEGE TEACHER	0.3	0.8	0.0	0.3	0.6	0.9	0.4	0.0	0.3	1.3
DOCTOR (M.D. OR D.D.S.)	0.6	2.3	0.2	0.9	0.8	2.6	0.6	1.2	0.7	3.4
EDUCATOR (SECONDARY)	2.6	1.9	0.5	1.1	3.3	2.4	3.3	1.8	2.4	2.1
ELEMENTARY TEACHER	0.7	0.3	0.3	0.2	1.0	0.3	0.7	1.8	0.4	0.3
ENGINEER	1.6	7.7	1.6	6.0	2.1	7.7	1.3	1.7	1.8	9.4
FARMER OR FORESTER	5.8	6.3	4.4	7.9	2.1	5.9	9.4	2.3	1.0	5.2
HEALTH PROFESSIONAL (NON-M.D.)	0.8	1.0	0.8	0.8	1.1	1.0	0.6	1.1	0.6	1.3
LAWYER	0.3	1.4	0.2	0.4	0.4	1.7	0.2	0.0	0.6	1.9
MILITARY CAREER	2.1	1.5	2.8	1.1	1.4	1.4	2.1	6.9	2.0	2.0
RESEARCH SCIENTIST	0.1	0.6	0.0	0.2	0.0	0.6	0.1	0.0	0.3	1.0
SKILLED WORKER	12.9	11.4	12.0	14.2	16.2	11.1	11.1	13.6	14.9	9.1
SEMI-SKILLED WORKER	16.9	6.9	17.9	9.7	15.9	6.7	15.9	15.5	20.0	4.6
UNSKILLED WORKER	15.7	3.1	16.6	4.8	13.2	3.0	16.2	5.3	16.7	1.9
UNEMPLOYED	4.7	1.0	5.5	1.2	4.1	1.0	4.9	3.7	3.6	0.9
OTHER	26.6	19.7	29.0	23.5	28.4	18.7	25.4	24.2	25.0	17.6
ESTIMATED PARENTAL INCOME (2) **										
LESS THAN $4,000	31.9	5.0	29.4	7.4	27.8	4.7	38.0	21.0	22.1	3.3
$4,000 - $5,999	23.8	9.3	26.3	13.1	19.9	8.5	24.2	23.2	24.5	7.0
$6,000 - $7,999	16.9	14.8	19.9	18.7	18.5	14.5	14.1	15.9	20.2	11.5
$8,000 - $9,999	10.5	16.3	9.8	18.1	12.1	16.2	9.2	9.1	12.6	14.7
$10,000 - $14,999	10.6	27.7	9.5	24.9	14.3	28.1	8.4	19.6	13.2	29.7
$15,000 - $19,999	3.7	12.5	2.9	9.8	4.8	12.7	3.3	7.7	4.5	14.7
$20,000 - $24,999	1.7	6.2	1.7	3.7	1.3	6.3	1.9	1.7	1.5	8.2
$25,000 - $29,999	0.5	3.0	0.0	1.8	0.4	3.2	0.6	0.0	0.7	3.9
$30,000 OR MORE	0.5	5.3	0.5	2.7	0.9	5.8	0.4	1.9	0.5	6.9
MAJOR SOURCES OF FINANCIAL SUPPORT DURING FRESHMAN YEAR **										
PERSONAL SVGS OR EMPLOYMENT	15.3	18.8	30.4	27.7	12.7	15.3	10.7	19.8	13.3	15.4
PARENTAL OR FAMILY AID	34.8	62.7	29.6	55.8	31.7	62.1	34.5	37.4	43.7	69.9
REPAYABLE LOAN	27.8	14.2	13.0	10.0	27.6	18.8	37.4	22.9	18.2	11.6
SCHOLARSHIP/GRANT/OR OTHER GIFT	34.2	17.1	24.0	11.2	54.4	21.5	29.4	34.5	37.4	16.9
CONCERN ABOUT FINANCING EDUC **										
NONE	19.4	36.2	24.4	40.0	16.8	33.5	18.6	28.3	18.4	36.3
SOME CONCERN	60.3	55.5	60.6	52.4	62.0	58.0	59.6	61.7	62.8	55.0
MAJOR CONCERN	20.3	8.3	15.0	7.6	21.1	8.5	22.8	10.0	18.8	8.7

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.

(2) Reported estimate of total income of parental family last year (all sources before taxes).

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN
(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT **										
ACHIEVE IN A PERFORMING ART	12.1	11.1	8.8	9.2	11.3	11.9	14.0	18.1	11.0	11.6
BE AN AUTHORITY IN MY FIELD	67.4	53.5	57.8	49.2	67.7	54.2	71.3	65.4	65.8	56.7
OBTAIN RECOGNITION FROM PEERS	44.9	30.6	38.0	28.6	40.5	31.2	50.2	34.8	42.3	31.6
PERFORM OR COMPOSE MUSIC	6.0	6.0	3.9	4.4	6.8	7.0	6.7	9.2	5.1	6.2
BE AN EXPERT IN FINANCE	10.8	3.1	9.9	4.8	8.5	2.4	13.0	7.0	8.5	2.6
BE ADMINISTRATIVELY RESPONSIBLE	27.6	15.1	30.9	18.0	23.7	13.8	28.4	24.6	26.1	14.5
BE VERY WELL-OFF FINANCIALLY	43.9	25.9	41.7	29.0	40.3	23.9	46.2	31.8	43.8	25.9
HELP OTHERS IN DIFFICULTY	74.5	70.6	68.9	68.4	77.6	72.5	75.9	80.4	72.9	69.8
JOIN THE PEACE CORPS OR VISTA	22.3	27.2	19.5	23.4	26.3	29.2	22.0	28.6	21.8	27.8
BECOME AN OUTSTANDING ATHLETE	5.1	4.2	8.6	4.2	3.9	4.9	4.8	4.3	3.9	3.2
BECOME A COMMUNITY LEADER	24.4	15.5	17.1	12.1	23.0	16.7	28.2	24.3	22.8	16.9
CONTRIBUTE TO SCIENTIFIC THEORY	10.5	5.5	8.3	4.3	9.4	5.3	11.7	6.4	10.7	6.8
WRITE ORIGINAL WORKS	13.5	15.3	12.7	10.5	15.4	16.8	13.6	16.9	12.1	17.7
NOT BE OBLIGATED TO PEOPLE	31.6	21.0	29.0	22.2	32.9	20.7	32.2	30.6	32.0	20.6
CREATE WORKS OF ART	10.5	19.3	10.2	17.1	10.4	19.4	10.8	21.8	10.1	21.1
KEEP UP WITH POLITICAL AFFAIRS	47.0	52.1	33.4	42.7	44.2	54.7	54.2	56.3	44.4	57.1
SUCCEED IN MY OWN BUSINESS	45.7	30.6	41.8	33.8	33.9	28.3	53.1	42.4	41.6	30.7
DEVELOP A PHILOSOPHY OF LIFE	84.7	87.6	76.8	83.2	85.0	89.3	86.8	90.0	86.4	89.3
STUDENTS ESTIMATE CHANCES ARE VERY GOOD THAT THEY WILL **										
GET MARRIED WHILE IN COLLEGE	6.4	7.6	5.9	7.0	6.3	7.4	6.1	11.0	7.8	8.4
MARRY WITHIN A YEAR AFTER COLL	18.1	22.9	13.1	20.2	18.2	23.8	20.2	19.1	16.8	24.2
OBTAIN AVRG GRD OF A- OR HIGHER	3.4	2.2	4.4	2.2	2.7	2.0	3.6	4.7	2.6	2.6
CHANGE MAJOR FIELD	11.2	15.9	5.4	9.7	11.5	17.3	12.7	12.6	12.8	19.7
CHANGE CAREER CHOICE	9.8	16.5	5.4	10.2	10.7	17.8	10.3	10.7	11.5	20.6
FAIL ONE OR MORE COURSES	1.6	1.3	1.1	0.8	1.5	1.6	1.9	2.7	1.5	1.4
GRADUATE WITH HONORS	4.9	3.0	4.9	2.2	3.7	3.1	5.7	9.2	4.2	3.6
BE ELECTED TO A STUDENT OFFICE	3.6	1.6	2.1	1.2	4.3	1.8	4.2	4.8	2.7	1.7
JOIN SOCIAL FRAT OR SORORITY	29.2	28.8	24.4	24.2	32.0	30.3	31.0	26.8	26.7	31.0
AUTHOR A PUBLISHED ARTICLE	4.3	4.7	4.0	3.0	4.1	5.3	4.1	6.8	5.3	5.5
BE ELECTED TO AN HONOR SOCIETY	3.1	2.7	2.3	1.5	2.6	2.9	3.7	3.9	3.0	3.7
PARTICIPATE IN DEMONSTRATIONS	5.6	3.8	4.5	2.4	6.5	4.4	5.4	17.1	6.7	4.2
DROP OUT TEMPORARILY	0.7	1.0	0.6	0.8	0.9	1.1	0.6	0.0	0.8	1.0
DROP OUT PERMANENTLY	0.5	0.6	0.6	0.5	0.7	0.7	0.5	0.0	0.3	0.6
TRANSFER TO ANOTHER COLLEGE	8.6	12.4	10.1	15.4	10.0	11.9	7.7	14.2	8.1	10.2

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WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN
(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
STUDY HABITS (ALWAYS OR USUALLY) DURING PAST YEAR										
TURNED IN ASSIGNED WORK ON TIME	96.0	98.3	93.2	97.8	96.2	98.5	97.2	98.7	95.1	98.5
HAD TROUBLE CONCENTRATING	9.8	7.6	10.4	9.8	9.6	6.8	10.1	11.9	8.6	6.7
KEPT STUDY PLACE NEAT	79.2	75.1	85.0	82.2	71.5	73.0	80.4	78.8	78.3	71.6
WAS TOO BORED TO STUDY	3.9	4.8	6.0	4.5	4.2	4.5	3.3	2.2	3.2	5.6
OUTLINED READING ASSIGNMENT	47.0	32.0	48.7	33.6	40.3	31.5	49.8	51.4	45.3	31.2
MADE CARELESS MISTAKES ON TEST	14.1	8.5	14.6	10.4	15.3	8.1	14.6	9.5	11.2	7.6
DID HOMEWORK EVERY DAY	37.7	55.0	36.3	51.2	37.9	57.7	37.1	42.2	40.3	54.8
STUDIED ALONE	82.9	92.8	79.1	90.9	69.3	93.4	88.0	85.5	87.9	93.9
PUT OFF STARTING HOMEWORK	10.8	17.8	10.3	15.7	15.4	17.7	8.8	12.2	12.3	19.9
GOT EXAM JITTERS	33.7	30.7	36.9	38.2	32.9	29.9	33.7	30.1	31.0	24.9
FELL ASLEEP WHILE STUDYING	5.2	3.3	4.3	3.1	5.6	3.2	5.4	2.8	5.6	3.5
MEMORIZED WITHOUT UNDERSTANDING	8.9	5.7	7.4	8.0	9.7	5.1	9.5	10.7	7.7	4.5
FAILED TO COMPLETE ASSIGNMENT	5.5	2.1	6.4	2.8	4.6	1.9	6.3	3.2	3.7	1.7
SHARED NOTES WITH OTHER STUDENTS	36.9	24.9	29.5	26.2	34.4	24.6	42.1	44.6	33.9	24.1
CHECKED WORK BEFORE SUBMITTING	88.7	86.3	85.6	84.6	87.7	87.0	90.4	88.5	88.7	86.9
DID WORK FOR EXTRA CREDIT	32.5	18.7	29.4	19.8	35.1	18.0	33.3	37.5	31.3	19.0
MADE UP AND TOOK OWN TEST	22.6	9.2	22.7	10.7	21.0	9.0	23.2	21.6	22.4	8.2
DAY DREAMED WHILE STUDYING	6.7	11.9	6.2	9.8	7.4	12.5	6.1	9.7	7.6	13.1
RECD LOWER GRADE THAN DESERVED	3.1	1.1	2.0	1.7	3.2	0.8	3.4	2.9	3.1	0.9
INCLUDED MINOR DETAILS IN NOTES	33.8	29.0	31.4	29.9	32.8	28.4	35.1	27.3	33.4	29.1
WASTED TIME IN BULL SESSIONS	6.0	9.8	6.2	10.4	7.0	9.7	6.1	6.6	4.8	9.4
ANALYZED OWN MISTAKES	68.5	64.9	64.9	59.0	69.8	66.6	69.1	63.9	69.7	68.0
READ TABLES CHARTS CAREFULLY	57.1	54.4	54.9	51.5	55.3	54.9	57.9	59.1	59.4	56.3
STUDIED WITH RADIO ON	19.7	20.3	18.7	21.3	20.2	19.7	19.9	25.9	19.3	20.3
STUDIED WITH T.V. ON	12.7	6.3	10.4	7.6	11.9	5.7	13.5	10.9	14.0	5.9
CLARIFIED WORK WITH INSTRUCTOR	62.4	47.3	53.2	45.2	65.0	48.1	65.0	71.5	62.4	48.4
AGREE STRONGLY OR SOMEWHAT										
STUDENT DESIGN OF CURRICULUM	91.3	91.1	87.0	91.3	93.0	90.6	91.6	94.4	92.5	91.5
PUBLISH ALL SCIENCE FINDINGS **	51.8	49.5	53.8	48.8	47.1	49.2	53.2	52.3	50.6	50.7
INDIVIDUAL CANNOT CHANGE SOCIETY	32.6	27.6	37.2	28.8	31.0	27.2	33.6	28.3	27.1	26.8
COLL CONTROL STDT BEHAV OFF CAMP	36.9	22.7	36.0	23.4	28.5	25.1	43.3	34.5	29.1	18.5
BENEFIT OF COLLEGE IS MONETARY**	67.1	47.3	70.9	60.2	60.9	42.7	70.9	54.2	60.4	41.8
BASE FACULTY PAY ON STDT EVAL **	58.0	62.2	58.7	58.3	55.6	62.3	59.1	57.5	56.7	65.7
MY BELIEFS ARE SIMILAR TO OTHERS	58.8	70.7	57.4	72.0	57.6	71.5	60.1	57.7	58.6	68.5
REGULATE STUDENT PUBLICATIONS **	70.2	56.1	76.2	66.4	60.5	54.2	75.2	60.1	61.8	49.6
MARIJUANA SHOULD BE LEGALIZED	13.6	17.2	13.6	13.7	14.3	16.8	13.1	25.6	13.0	20.7
LIMIT CARS TO REDUCE AIR POLLUT	39.7	45.0	43.3	43.5	39.8	45.7	39.3	45.3	37.1	45.3
URBAN PROBS REQUIRE MUCH MONEY	65.1	48.4	63.7	48.2	67.6	49.3	65.5	64.0	62.6	47.2
OUTLAW CIGARETTE ADVERTISING	36.1	43.0	39.0	43.3	34.3	44.3	37.5	36.7	31.8	41.0
COLLEGE HAS RIGHT TO BAN SPKR **	31.6	28.6	37.7	34.6	23.9	27.3	34.3	32.1	27.4	25.2
ARMY SHOULD BE VOLUNTARY	39.7	31.0	36.6	28.6	39.7	31.4	47.8	41.4	36.8	32.7
GIVE DISADVANTAGED PREF TRTMNT**	57.2	38.3	57.0	42.4	57.2	37.5	54.9	54.3	58.0	35.7
COLL TOO LAX ON STDT PROTEST **	38.3	51.0	45.4	55.2	33.0	50.9	40.5	39.9	31.7	47.5

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WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: WOMEN
(FALL, 1968)

Item		All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
		Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
PERCENTAGE OF STUDENTS REPORTING THAT DURING THE PAST YEAR THEY											
VOTED IN STUDENT ELECTION (3)	**	78.0	80.3	66.7	77.4	80.2	80.7	80.6	84.5	79.6	82.4
CAME LATE TO CLASS	**	59.7	50.4	59.9	48.7	59.9	51.1	58.2	56.1	63.2	50.7
PLAYED A MUSICAL INSTRUMENT	**	33.6	45.2	27.0	36.8	36.8	48.3	34.8	33.2	34.5	48.5
STUDIED IN THE LIBRARY (3)	**	45.8	37.5	38.2	37.5	44.9	37.8	51.0	39.1	41.1	37.1
CHECKED OUT A LIBRARY BOOK (3)	**	60.2	59.6	53.0	57.1	63.4	61.7	63.5	66.6	55.3	59.1
ARRANGED DATE FOR ANOTHER SIDT	**	38.0	50.0	36.9	51.5	35.5	47.7	40.0	50.4	36.2	51.8
OVERSLEPT AND MISSED A CLASS	**	18.0	14.6	21.7	15.0	21.3	14.4	14.1	21.3	21.0	14.5
TYPED A HOMEWORK ASSIGNMENT (3)	**	31.3	26.9	22.9	25.9	33.6	26.7	32.7	34.9	33.7	28.2
DISCUSSED FUTURE WITH PARENTS		47.1	47.1	43.2	47.2	45.8	47.4	48.1	49.9	49.6	46.6
WAS LATE WITH HOMEWORK ASSGNT	**	57.6	51.5	59.0	53.6	61.7	51.3	54.5	59.4	59.8	49.8
ARGUED WITH TEACHER IN CLASS	**	24.2	43.7	21.1	32.8	30.3	46.7	20.8	30.1	28.9	49.4
ATTENDED RELIGIOUS SERVICE		94.7	93.3	90.1	92.8	94.2	93.8	97.3	97.3	93.0	93.2
PROTESTED AGAINST VIETNAM WAR		5.1	4.2	4.9	2.9	6.3	4.8	5.0	9.6	4.3	4.4
PROTESTED AGAINST RACIAL DISCRIM		24.5	5.8	25.8	3.9	31.1	6.6	20.0	34.8	28.1	6.3
PROTESTED AGAINST SCHOOL ADMIN		23.8	13.6	17.7	11.0	28.8	14.9	23.7	29.7	24.3	14.3
DID EXTRA READING FOR CLASS (3)	**	20.5	13.6	17.6	11.5	20.0	14.0	21.5	29.0	21.5	15.1
TOOK SLEEPING PILLS	**	5.0	7.0	5.1	7.1	5.2	6.7	5.0	9.1	4.8	7.2
TUTORED ANOTHER STUDENT	**	53.3	50.0	40.4	39.4	60.0	53.7	53.9	61.3	57.2	54.7
PLAYED CHESS	**	12.9	24.6	13.7	20.8	14.3	26.0	11.0	15.1	15.6	26.1
READ POETRY NOT REQD FOR COURSE		71.4	71.4	60.6	64.6	71.5	73.4	75.4	79.6	71.2	74.8
TOOK A TRANQUILIZING PILL	**	7.7	12.3	7.1	12.6	7.2	12.2	7.7	14.0	8.7	12.4
DISCUSSED RELIGION (3)	**	27.7	38.5	19.8	31.8	33.4	41.3	27.6	44.4	30.2	40.8
TOOK VITAMINS	**	62.7	62.3	65.7	64.2	62.9	61.7	62.4	55.3	60.9	61.7
VISITED ART GALLERY OR MUSEUM	**	73.1	77.1	69.4	72.9	78.6	78.3	71.0	79.2	76.2	79.2
PART IN H.S. POLITICAL CAMPAIGN		49.2	45.8	31.0	37.9	51.3	47.3	55.2	50.6	49.5	51.0
PART IN OTHER POLITICAL CAMPAIGN		12.2	13.6	9.6	9.7	11.6	14.5	13.9	18.8	10.7	15.8
MISSED SCHL RECS OF ILLNESS (3)	**	5.1	4.1	6.6	4.4	4.1	3.8	5.0	3.2	4.6	4.0
SMOKED CIGARETTES (3)	**	7.8	12.3	13.5	15.0	7.7	11.0	5.7	18.6	7.5	11.4
DISCUSSED POLITICS (3)	**	17.9	27.8	10.8	18.9	20.3	29.9	18.1	25.9	21.3	33.0
DRANK BEER	**	27.7	39.2	33.4	39.6	26.8	38.1	25.1	36.1	30.0	40.3
DISCUSSED SPORTS (3)	**	27.4	27.5	25.2	25.4	27.6	27.9	28.4	28.0	27.7	29.0
ASKED TEACHER FOR ADVICE (3)	**	30.6	22.2	25.9	18.5	31.6	23.8	31.8	30.4	31.8	23.3
HAD VOCATIONAL COUNSELING	**	65.5	60.5	61.9	64.3	61.9	59.9	66.9	59.9	68.9	57.7
STAYED UP ALL NIGHT	**	51.4	56.6	49.4	54.7	58.9	56.2	46.1	53.7	59.8	58.7

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.

(3)
Frequently only, all other items frequently plus occasionally.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: ALL FRESHMEN
(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
AGE, IN YEARS, AS OF DECEMBER 31, 1968 **										
16 OR YOUNGER	0,3	0,1	0,0	0,0	0,2	0,2	0,4	0,0	0,2	0,1
17	7,4	4,3	4,0	2,5	9,0	5,5	7,7	5,6	9,6	4,5
18	62,7	76,4	46,7	67,0	67,6	80,2	66,0	54,8	70,3	81,1
19	18,9	13,2	24,3	18,4	16,9	10,8	18,7	19,7	13,9	11,3
20	4,3	1,9	7,6	3,7	3,2	1,2	3,9	6,0	2,3	1,0
21	1,2	0,9	2,4	1,6	0,4	0,6	1,0	2,7	0,9	0,5
OLDER THAN 21	5,3	3,2	15,2	6,7	2,6	1,6	2,2	11,3	2,8	1,5
AVERAGE GRADE IN HIGH SCHOOL **										
A OR A+	1,4	4,8	0,5	1,0	1,6	5,4	1,5	1,3	2,2	7,9
A-	4,7	8,9	1,5	2,5	5,3	10,6	5,3	2,8	6,9	13,3
B+	14,4	16,0	8,7	7,5	14,5	19,2	16,8	11,7	16,2	20,5
B	21,2	23,2	16,2	19,2	21,2	25,4	22,8	20,4	23,9	24,4
B-	16,0	15,4	13,7	16,3	17,9	15,5	15,8	18,5	17,4	14,4
C+	22,3	16,2	25,2	23,5	22,8	13,9	21,6	21,2	20,4	11,7
C	18,9	14,6	31,7	28,0	16,4	9,6	15,6	22,4	12,6	7,5
D	1,1	0,9	2,5	1,9	1,0	0,5	0,6	1,7	0,4	0,4
SECONDARY SCHOOL ACHIEVEMENTS **										
ELECTED PRESIDENT STDT ORGNZ	25,8	20,0	13,8	12,7	26,1	22,6	32,1	28,3	25,4	24,0
HIGH RATING STATE MUSIC CONTEST	10,2	9,9	6,4	7,1	10,3	10,6	12,0	11,1	10,7	11,9
STATE/REGIONAL SPEECH CONTEST	6,9	5,5	4,1	3,4	6,8	6,0	8,4	6,4	6,8	7,1
MAJOR PART IN A PLAY	25,1	16,3	16,1	12,8	20,2	18,0	34,4	26,4	18,3	17,5
VARSITY LETTER (SPORTS)	28,1	31,7	35,5	29,9	32,9	33,6	23,5	35,5	24,7	31,1
AWARD IN ART COMPETITION	6,0	5,3	5,8	5,2	6,9	5,3	5,8	6,7	5,8	5,4
EDITED SCHOOL PAPER	11,5	11,2	5,5	6,8	12,7	12,9	14,0	13,2	11,9	13,2
HAD ORIGINAL WRITING PUBLISHED	13,3	15,9	7,7	9,7	19,3	18,3	12,2	15,1	16,9	19,0
NSF SUMMER PROGRAM	1,6	0,8	1,0	0,3	2,1	0,8	1,8	1,5	1,6	1,3
ST/REGIONAL SCIENCE CONTEST	4,9	2,3	2,0	1,3	4,4	2,3	7,0	4,1	3,8	3,1
SCHOLASTIC HONOR SOCIETY	21,5	25,4	7,3	8,0	24,9	30,4	25,6	12,8	26,9	36,9
NATIONAL MERIT RECOGNITION	6,8	7,4	2,7	2,0	10,3	8,3	5,9	5,3	10,9	11,7
RATED ACADEMIC STANDARDS OF H,S										
VERY HIGH	22,8	31,1	17,4	23,2	26,7	32,9	22,1	28,6	27,1	36,9
FAIRLY HIGH	30,1	35,3	26,8	31,3	31,0	37,6	31,6	28,3	30,2	36,4
ABOUT AVERAGE	40,8	29,4	48,7	39,6	35,5	26,2	40,7	37,1	35,8	23,3
PROBABLY BELOW AVERAGE	5,2	3,5	6,0	5,1	5,1	2,8	4,8	4,8	5,4	2,7
DEFINITELY BELOW AVERAGE	1,1	0,7	1,1	0,8	1,7	0,6	0,7	1,1	1,5	0,6
RANK IN HIGH SCHOOL CLASS										
TOP 1 PER CENT	7,0	4,7	2,1	1,2	6,3	5,4	9,4	2,2	7,7	7,2
TOP 10 PER CENT	21,8	19,8	8,2	6,9	22,4	22,9	28,1	13,9	22,5	28,6
TOP QUARTER	22,0	26,8	16,2	18,2	27,0	30,4	20,7	20,6	27,7	30,6
SECOND QUARTER	22,4	27,9	23,4	34,0	24,4	27,1	20,5	32,3	23,6	22,9
THIRD QUARTER	21,1	17,0	36,8	31,6	16,2	12,1	17,6	25,6	15,2	8,8
FOURTH QUARTER	5,7	3,9	13,3	8,1	3,7	2,1	3,7	5,3	3,2	1,8

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WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: ALL FRESHMEN
(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
HIGHEST DEGREE PLANNED **										
NONE	4.0	4.1	8.0	7.9	2.3	2.6	2.9	3.5	3.7	2.2
ASSOCIATE (OR EQUIVALENT)	4.6	6.8	15.5	19.0	1.1	1.3	1.5	1.3	1.8	1.6
BACHELORS DEGREE (B.A., B.S.)	30.9	38.7	34.9	39.3	28.3	38.7	30.1	36.0	31.1	38.1
MASTERS DEGREE (M.A., M.S.)	38.5	32.1	28.2	22.2	42.3	38.8	42.2	33.6	37.6	33.6
PH.D. OR ED.D.	16.1	10.2	7.4	4.5	20.1	12.0	18.2	19.8	18.0	13.6
M.D., D.D.S., OR D.V.M.	3.1	4.3	1.6	2.0	3.5	3.9	3.1	2.4	4.7	7.0
LL.B. OR J.D.	0.8	1.4	0.2	0.6	1.2	1.3	0.8	0.6	1.4	2.4
B.D.	0.4	0.3	0.4	0.5	0.4	0.2	0.4	0.9	0.4	0.2
OTHER	1.6	2.1	3.8	4.0	1.0	1.2	0.9	2.0	1.1	1.3
PROBABLE MAJOR FIELD OF STUDY **										
AGRICULTURE (INCL FORESTRY)	1.0	2.2	0.1	3.9	0.4	1.1	1.9	2.2	0.2	2.0
BIOLOGICAL SCIENCES	3.5	3.7	1.6	2.3	4.2	4.4	4.1	4.3	3.5	4.0
BUSINESS	20.3	16.2	31.2	27.6	14.5	10.7	18.6	21.6	16.8	12.0
EDUCATION	13.6	11.4	10.1	10.0	14.3	14.8	15.5	14.3	11.9	8.4
ENGINEERING	4.3	10.1	7.4	10.2	4.3	8.1	1.8	3.0	7.1	12.4
ENGLISH	3.0	3.8	1.2	2.1	4.4	5.2	3.3	2.5	2.5	3.6
HEALTH PROFESSIONS (NON-M.D.)	7.2	5.2	13.6	6.8	6.2	3.9	4.4	2.1	9.2	5.4
HISTORY, POLITICAL SCIENCE	7.1	6.7	3.7	4.6	9.8	8.6	7.9	11.0	6.1	6.5
HUMANITIES (OTHER)	2.3	3.9	2.3	2.6	2.8	4.9	2.2	2.1	2.0	3.8
FINE ARTS	7.2	8.7	7.3	8.3	6.3	8.6	7.2	8.7	8.3	9.2
MATHEMATICS OR STATISTICS	3.7	4.0	1.4	1.7	4.6	5.6	4.4	2.9	3.5	4.2
PHYSICAL SCIENCES	1.8	2.7	0.5	1.2	2.5	3.1	1.9	1.7	2.1	3.8
PRE-PROFESSIONAL	4.4	6.4	2.9	4.2	5.8	5.4	3.6	4.7	7.9	9.9
PSYCHOL, SOCIOL, ANTHROPOL	14.7	7.8	9.6	5.5	16.0	9.4	16.9	13.1	13.8	8.2
OTHER FIELDS (TECHNICAL)	2.4	2.8	4.1	4.7	1.6	2.2	2.3	2.2	1.7	1.7
OTHER FIELDS (NONTECHNICAL)	2.4	2.3	1.5	2.3	2.2	2.1	3.1	2.5	2.0	2.7
UNDECIDED	1.1	2.1	1.4	2.0	1.0	2.0	0.9	1.1	1.3	2.2
PROBABLE CAREER OCCUPATION **										
ARTIST (INCL PERFORMER)	5.2	5.8	3.9	5.2	4.4	5.6	5.8	8.2	6.0	6.9
BUSINESSMAN	12.3	11.2	15.9	15.5	9.1	8.9	12.1	19.8	11.6	10.0
CLERGYMAN	0.4	0.7	0.7	0.8	0.6	1.0	0.2	0.8	0.2	0.3
COLLEGE TEACHER	1.5	1.1	0.5	0.7	1.7	1.3	2.1	2.1	1.2	1.2
DOCTOR (M.D. OR D.D.S.)	3.0	3.7	1.4	1.6	3.2	3.5	2.9	2.0	5.2	6.2
EDUCATOR (SECONDARY)	15.5	14.3	9.9	10.4	21.3	19.9	16.5	15.8	13.2	11.1
ELEMENTARY TEACHER	10.7	9.1	6.8	7.7	12.6	12.4	12.8	9.4	8.0	5.9
ENGINEER	4.1	8.6	6.3	7.9	3.4	6.8	2.1	3.3	7.0	11.5
FARMER OR FORESTER	0.3	1.7	0.2	2.8	0.3	1.1	0.4	1.4	0.1	1.5
HEALTH PROFESSIONAL (NON-M.D.)	4.5	4.0	4.0	4.2	3.8	3.3	4.8	3.0	5.1	4.8
LAWYER	3.3	3.4	1.8	1.9	3.8	3.3	3.4	3.6	4.6	5.0
NURSE	4.3	2.6	10.3	4.0	3.9	1.8	1.9	0.5	4.9	2.6
RESEARCH SCIENTIST	2.2	2.9	0.9	1.2	3.2	3.1	2.4	3.5	2.4	4.3
OTHER CHOICE	26.2	19.4	31.5	26.1	21.6	16.5	26.4	21.5	23.4	16.4
UNDECIDED	6.5	11.3	6.2	10.1	7.1	11.4	6.2	5.3	6.9	12.3

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WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: ALL FRESHMEN
(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
NUMBER OF APPLICATIONS TO OTHER COLLEGES **										
NONE	44.1	51.0	59.0	63.8	33.5	41.6	41.3	45.9	42.8	50.1
ONE	21.3	20.1	17.7	18.0	21.9	21.7	22.8	19.2	21.3	20.4
TWO	17.4	13.7	10.9	9.8	19.9	16.8	19.9	15.3	17.2	13.7
THREE	9.6	8.2	6.4	4.9	12.5	10.7	9.7	11.2	10.6	8.2
FOUR	4.2	3.8	2.6	1.8	6.7	5.0	4.0	3.6	4.4	4.1
FIVE	1.9	1.9	1.7	0.9	3.2	2.4	1.3	3.3	2.0	2.1
SIX OR MORE	1.5	1.3	1.6	0.8	2.2	1.7	1.1	1.4	1.7	1.4
NUMBER OF ACCEPTANCES BY OTHER COLLEGES **										
NONE	32.4	45.6	47.9	60.2	23.3	37.5	30.7	33.7	31.4	44.5
ONE	32.7	28.7	31.5	26.3	33.1	30.4	33.2	30.2	31.9	28.3
TWO	22.2	16.1	14.3	9.9	25.5	19.7	24.2	22.8	21.3	16.4
THREE	8.1	6.6	4.3	2.7	11.0	8.4	7.6	9.0	9.8	7.3
FOUR	2.8	2.0	1.0	0.6	4.2	2.6	2.6	2.4	3.8	2.4
FIVE	1.0	0.6	0.2	0.2	1.7	0.8	1.1	0.7	0.9	0.8
SIX OR MORE	0.8	0.4	0.7	0.2	1.3	0.5	0.6	1.2	0.8	0.5
MAJOR INFLUENCES IN DECIDING TO ATTEND THIS COLLEGE **										
PARENT OR OTHER RELATIVE	53.7	47.7	48.7	49.8	48.9	47.5	59.3	46.0	51.1	46.0
H.S. TEACHER OR COUNSELOR	32.9	22.0	32.3	23.1	35.8	24.2	31.7	25.7	33.8	18.1
FRIENDS ATTENDING THIS COLLEGE	15.2	15.2	13.8	13.8	11.0	15.4	18.8	17.7	11.9	16.2
GRAD OR OTHER COLLEGE REP	16.7	11.9	11.0	9.1	18.8	14.9	20.0	16.5	13.3	11.0
COUNSELING OR PLACEMENT SERVICE	10.4	4.4	13.9	5.5	10.4	4.1	7.9	5.0	11.8	3.6
ATHLETIC PROGRAM OF THE COLLEGE	9.4	5.8	14.5	5.1	11.3	7.1	7.0	9.2	6.5	5.1
OTHER EXTRACURRICULAR ACTIVITIES	6.4	4.6	5.4	2.7	6.0	4.9	7.0	4.2	6.5	6.2
SOCIAL LIFE OF THE COLLEGE	9.1	7.6	7.9	4.9	9.0	8.0	9.8	7.5	8.7	9.8
CHANCE TO LIVE AWAY FROM HOME	14.1	14.7	6.3	5.6	19.2	17.6	15.3	13.9	16.0	20.0
LOW COST	21.2	24.8	29.9	32.8	19.6	20.8	17.2	29.3	21.6	21.6
ACADEMIC REPUTATION OF THE COLL	39.6	43.4	23.9	22.8	48.7	50.1	37.5	27.2	56.9	55.7
MOST STUDENTS ARE LIKE ME	5.5	9.0	5.8	8.6	5.2	10.7	6.5	6.5	2.8	7.3
RELIGIOUS AFFILIATION	5.6	5.6	5.4	4.7	7.5	8.9	6.4	2.6	1.9	2.3
WHILE GROWING UP, I LIVED										
ON A FARM	8.7	10.3	6.8	13.3	3.2	9.8	14.4	12.3	2.1	8.1
IN A SMALL TOWN	19.2	20.0	17.6	21.5	18.9	22.0	24.0	18.8	8.4	16.0
IN A MODERATE SIZE TOWN OR CITY	33.2	33.0	36.5	36.3	26.5	32.2	36.4	34.6	27.3	30.6
IN A SUBURB OF A LARGE CITY	8.1	23.3	8.6	16.6	7.8	23.4	7.2	11.1	9.9	30.1
IN A LARGE CITY	30.9	13.3	30.4	12.3	43.5	12.6	18.1	23.2	52.3	15.3

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(FALL, 1968)

Item		All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
		Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
REGION OF HOME STATE (1)	**										
MIDDLE STATES		20.9	25.2	42.2	29.0	22.4	32.7	13.8	47.6	8.7	11.5
NEW ENGLAND		1.7	6.6	1.3	4.5	1.6	6.9	0.5	0.8	5.1	8.1
NORTH CENTRAL		30.7	37.8	18.3	28.8	51.5	37.8	23.2	10.8	43.4	46.8
NORTHWEST		0.2	2.2	0.1	0.1	0.6	2.5	0.1	0.4	0.2	3.9
SOUTHERN		42.5	17.5	28.0	20.9	18.7	11.4	61.8	37.4	39.4	22.3
WESTERN		3.4	10.1	9.1	16.1	4.4	7.8	0.3	0.3	2.9	6.8
FOREIGN		0.5	0.7	1.0	0.5	0.8	0.8	0.1	2.7	0.3	0.6
FATHERS EDUCATION	**										
GRAMMAR SCHOOL OR LESS		24.8	9.6	27.0	14.1	20.5	8.2	27.4	16.8	19.8	6.8
SOME HIGH SCHOOL		30.6	16.4	32.4	23.0	25.9	15.2	31.8	26.3	30.1	11.2
HIGH SCHOOL GRADUATE		24.3	30.4	25.8	33.6	27.3	30.3	21.7	30.5	25.4	27.4
SOME COLLEGE		10.6	18.3	9.0	15.8	13.7	18.7	9.3	10.9	13.0	20.2
COLLEGE DEGREE		6.1	16.5	4.9	10.4	7.4	17.3	5.7	9.8	7.2	21.8
POSTGRADUATE DEGREE		3.6	8.8	0.9	3.2	5.2	10.3	4.1	5.6	4.5	12.6
MOTHERS EDUCATION	**										
GRAMMAR SCHOOL OR LESS		13.4	[illegible]	16.0	9.4	10.6	5.0	14.0	9.6	11.6	4.4
SOME HIGH SCHOOL		33.2	[illegible].0	37.5	20.4	27.5	12.3	34.9	25.0	28.9	9.8
HIGH SCHOOL GRADUATE		30	44.2	32.5	45.9	34.4	44.5	27.8	36.6	32.1	41.9
SOME COLLEGE		1[illegible]	19.2	10.3	14.8	15.1	20.0	10.9	15.4	15.0	22.5
COLLEGE DEGREE		[illegible]	13.9	3.0	8.3	8.6	15.3	9.1	10.5	8.6	18.0
POSTGRADUATE DEGREE		[illegible].9	2.5	0.7	1.2	3.8	2.9	3.2	2.9	3.7	3.4
RELIGIOUS BACKGROUND	**										
PROTESTANT		52.1	51.5	47.6	49.4	53.9	51.4	59.8	53.1	53.7	54.1
ROMAN CATHOLIC		10.2	34.6	10.7	36.9	11.6	35.6	5.2	17.4	21.1	30.7
JEWISH		0.1	5.3	0.1	2.1	0.0	5.4	0.1	0.7	0.1	8.3
OTHER		35.5	6.2	38.3	8.8	32.7	5.5	40.0	24.3	23.7	4.5
NONE		2.1	2.4	3.3	2.8	1.8	2.1	1.9	4.5	1.4	2.4
PRESENT RELIGIOUS PREFERENCE	**										
PROTESTANT		47.2	45.8	43.2	44.9	46.4	46.6	49.8	45.6	45.9	46.8
ROMAN CATHOLIC		12.8	32.3	12.2	35.0	14.6	33.3	8.2	14.7	23.2	28.2
JEWISH		0.2	4.6	0.2	2.0	0.0	4.6	0.1	1.1	0.4	7.2
OTHER		34.2	7.4	38.1	9.7	31.3	6.7	38.2	23.6	22.4	6.0
NONE		5.7	9.8	6.4	8.4	7.6	9.4	3.6	15.0	8.1	11.8

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.

(1) States have been grouped according to the areas defined by the six regional accrediting associations.

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: ALL FRESHMEN
(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
FATHERS OCCUPATION **										
ARTIST (INCL PERFORMER)	0.8	0.8	1.2	0.7	0.6	0.8	0.7	0.8	1.0	1.0
BUSINESSMAN	5.8	31.5	5.7	25.5	7.1	32.7	4.9	17.2	7.6	35.8
CLERGYMAN	1.9	0.8	1.3	0.6	2.1	1.1	2.2	1.3	1.5	0.6
COLLEGE TEACHER	0.3	0.7	0.1	0.2	0.5	0.8	0.3	0.2	0.3	1.0
DOCTOR (M.D. OR D.D.S.)	0.8	2.1	0.1	0.7	1.1	2.3	0.8	0.9	1.3	3.2
EDUCATOR (SECONDARY)	2.2	1.9	0.7	1.2	2.5	2.3	2.9	1.6	2.2	2.1
ELEMENTARY TEACHER	0.6	0.3	0.2	0.2	1.0	0.3	0.7	1.6	0.5	0.3
ENGINEER	2.0	7.2	2.5	5.6	2.9	7.2	1.4	2.4	1.8	9.0
FARMER OR FORESTER	5.3	6.7	3.7	8.6	1.7	6.1	9.2	7.1	1.3	5.4
HEALTH PROFESSIONAL (NON-M.D.)	0.9	1.1	1.3	0.9	1.0	1.0	0.6	1.1	0.8	1.3
LAWYER	0.4	1.2	0.2	0.4	0.4	1.4	0.3	0.0	0.8	1.8
MILITARY CAREER	2.0	1.5	2.4	1.0	2.0	1.6	1.7	5.8	2.2	2.0
RESEARCH SCIENTIST	0.2	0.6	0.2	0.3	0.1	0.6	0.1	0.9	0.4	0.9
SKILLED WORKER	13.1	13.0	13.2	16.0	14.6	12.3	11.9	18.2	14.4	10.8
SEMI-SKILLED WORKER	18.7	8.2	19.1	11.1	18.5	7.9	17.9	14.2	21.1	5.7
UNSKILLED WORKER	16.5	3.5	17.9	5.2	14.6	3.2	16.5	4.3	16.7	2.1
UNEMPLOYED	4.4	1.0	4.5	1.2	4.5	0.9	4.6	2.2	3.3	0.8
OTHER	24.1	18.0	25.8	20.5	24.8	17.4	23.4	20.4	23.0	16.3
ESTIMATED PARENTAL INCOME (2) **										
LESS THAN $4,000	30.7	4.8	27.4	6.6	26.6	4.4	37.6	17.1	20.7	3.4
$4,000 - $5,999	24.8	9.4	28.9	12.8	22.1	8.7	24.6	19.8	23.3	7.0
$6,000 - $7,999	17.0	15.4	18.9	19.3	18.7	14.9	14.1	16.9	20.7	12.1
$8,000 - $9,999	10.5	17.3	10.4	18.9	11.2	17.3	9.2	16.4	13.4	15.6
$10,000 - $14,999	10.7	28.2	9.7	26.0	13.8	28.6	8.6	19.5	14.1	29.8
$15,000 - $19,999	3.8	11.7	3.4	9.1	4.4	12.1	3.3	6.6	4.8	13.8
$20,000 - $24,999	1.4	5.5	0.9	3.5	1.4	5.6	1.5	1.9	1.4	7.4
$25,000 - $29,999	0.5	2.7	0.1	1.5	0.7	2.9	0.5	0.4	0.6	3.6
$30,000 OR MORE	0.6	5.0	0.4	2.4	1.8	5.3	0.5	1.3	0.8	7.2
MAJOR SOURCES OF FINANCIAL SUPPORT DURING FRESHMAN YEAR **										
PERSONAL SVGS OR EMPLOYMENT	16.5	28.3	31.4	38.9	14.8	23.1	14.2	27.8	15.9	24.1
PARENTAL OR FAMILY AID	30.7	53.4	25.4	44.3	27.0	54.0	31.7	32.6	39.2	61.6
REPAYABLE LOAN	25.7	12.8	14.1	8.7	28.1	17.5	33.8	16.8	17.5	10.9
SCHOLARSHIP/GRANT/OR OTHER GIFT	36.0	17.1	28.9	11.0	52.3	21.9	31.8	33.9	39.6	17.5
CONCERN ABOUT FINANCING EDUC **										
NONE	21.0	36.1	27.3	38.8	18.1	34.3	19.2	29.1	20.1	35.5
SOME CONCERN	58.4	56.2	55.9	53.8	60.1	57.7	57.9	56.5	61.6	56.8
MAJOR CONCERN	20.6	7.7	16.9	7.4	21.8	8.0	23.0	14.3	18.4	7.7

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.

(2)
Reported estimate of total income of parental family last year (all sources before taxes).

WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
BY TYPE OF INSTITUTION AND RACE: ALL FRESHMEN
(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT **										
ACHIEVE IN A PERFORMING ART	12.1	8.6	10.6	7.5	11.3	9.5	13.7	13.3	10.8	8.8
BE AN AUTHORITY IN MY FIELD	67.5	57.7	57.1	53.8	69.7	58.7	70.8	65.7	69.4	60.5
OBTAIN RECOGNITION FROM PEERS	49.5	36.2	46.1	32.9	46.5	36.9	53.0	46.6	48.0	38.5
PERFORM OR COMPOSE MUSIC	7.8	6.5	7.5	5.6	8.5	7.0	8.2	8.1	6.4	6.7
BE AN EXPERT IN FINANCE	15.1	9.9	15.9	11.9	11.5	8.4	17.2	18.9	12.4	9.8
BE ADMINISTRATIVELY RESPONSIBLE	30.1	22.1	33.5	23.3	26.3	21.2	30.7	33.4	28.5	22.0
BE VERY WELL-OFF FINANCIALLY	51.2	40.2	51.6	43.7	49.5	36.7	52.0	50.1	50.5	41.1
HELP OTHERS IN DIFFICULTY	68.5	58.3	61.6	54.6	71.5	62.0	70.7	68.9	68.0	57.4
JOIN THE PEACE CORPS OR VISTA	19.3	18.3	16.9	15.1	21.3	20.7	19.7	19.3	18.9	18.5
BECOME AN OUTSTANDING ATHLETE	16.2	11.5	25.4	12.4	17.1	12.7	13.2	18.9	11.2	9.0
BECOME A COMMUNITY LEADER	30.7	20.5	26.8	16.7	30.6	22.2	32.9	32.7	30.0	22.0
CONTRIBUTE TO SCIENTIFIC THEORY	13.5	10.4	11.3	7.6	13.8	10.2	14.0	11.9	15.7	13.4
WRITE ORIGINAL WORKS	12.8	12.8	11.5	8.7	14.1	14.2	12.8	16.3	13.1	14.9
NOT BE OBLIGATED TO PEOPLE	30.8	23.1	28.7	23.8	30.9	22.7	31.8	30.7	31.5	23.0
CREATE WORKS OF ART	10.8	13.7	11.6	12.6	9.5	13.9	10.8	15.1	10.9	14.5
KEEP UP WITH POLITICAL AFFAIRS	49.4	51.8	39.0	43.3	47.0	54.7	56.1	60.9	47.5	56.7
SUCCEED IN MY OWN BUSINESS	53.2	44.5	51.0	49.7	44.0	40.4	59.4	52.9	49.4	44.5
DEVELOP A PHILOSOPHY OF LIFE	82.4	82.5	74.3	76.8	83.5	85.3	84.8	84.1	85.5	84.7
STUDENTS ESTIMATE CHANCES ARE VERY GOOD THAT THEY WILL **										
GET MARRIED WHILE IN COLLEGE	5.3	6.7	4.7	6.8	5.8	6.5	5.1	9.2	6.6	6.9
MARRY WITHIN A YEAR AFTER COLL	15.4	19.4	11.7	17.3	17.1	20.8	16.8	18.7	14.2	19.8
OBTAIN AVRG GRD OF A- OR HIGHER	4.2	2.6	5.6	2.3	3.0	2.3	4.2	4.6	3.4	3.4
CHANGE MAJOR FIELD	11.4	14.7	7.7	9.7	12.6	16.1	12.2	12.7	12.5	18.1
CHANGE CAREER CHOICE	9.9	15.8	7.5	10.9	11.1	17.1	9.9	10.3	11.6	18.9
FAIL ONE OR MORE COURSES	1.8	1.9	1.2	1.6	2.4	2.1	1.8	4.0	2.0	2.0
GRADUATE WITH HONORS	6.2	3.6	6.5	2.5	4.6	3.6	7.0	8.6	5.7	4.7
BE ELECTED TO A STUDENT OFFICE	4.7	1.9	3.1	1.2	5.5	2.2	5.4	6.8	4.1	2.3
JOIN SOCIAL FRAT OR SORORITY	28.4	26.6	22.3	19.4	30.6	29.1	31.6	21.2	25.5	30.7
AUTHOR A PUBLISHED ARTICLE	4.2	4.5	3.1	2.6	4.4	5.3	4.1	6.7	6.1	5.6
BE ELECTED TO AN HONOR SOCIETY	3.3	2.5	2.5	1.1	2.3	2.7	4.0	4.3	3.7	3.8
PARTICIPATE IN DEMONSTRATIONS	6.5	4.0	4.6	3.0	7.4	4.5	7.0	13.0	6.9	4.4
DROP OUT TEMPORARILY	0.7	0.9	0.8	0.9	0.7	1.0	0.8	0.7	0.7	0.9
DROP OUT PERMANENTLY	0.5	0.5	0.5	0.5	0.8	0.6	0.5	0.4	0.4	0.4
TRANSFER TO ANOTHER COLLEGE	8.3	12.4	10.7	16.8	9.5	11.5	7.1	17.5	7.0	8.9

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(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
STUDY HABITS (ALWAYS OR USUALLY) DURING PAST YEAR										
TURNED IN ASSIGNED WORK ON TIME	94.0	96.6	90.8	95.4	94.9	97.1	95.1	94.2	94.4	97.3
HAD TROUBLE CONCENTRATING	11.3	11.2	12.9	15.0	12.2	9.9	10.9	12.5	9.4	9.2
KEPT STUDY PLACE NEAT	79.0	72.0	84.7	77.9	71.3	70.4	80.2	77.1	76.5	68.2
WAS TOO BORED TO STUDY	5.3	7.8	7.3	8.9	5.8	6.9	4.5	6.6	4.4	7.7
OUTLINED READING ASSIGNMENT	46.3	26.9	45.3	28.7	40.8	26.7	50.2	44.6	43.5	25.4
MADE CARELESS MISTAKES ON TEST	15.8	11.9	16.9	13.5	16.7	11.6	15.9	14.7	12.8	10.8
DID HOMEWORK EVERY DAY	35.5	49.7	32.7	43.3	35.6	53.4	35.2	36.8	39.6	51.4
STUDIED ALONE	82.2	91.9	77.7	89.8	88.0	92.4	80.0	83.9	88.0	93.2
PUT OFF STARTING HOMEWORK	12.9	20.9	13.5	21.0	16.6	20.1	10.6	17.3	14.0	21.7
GOT EXAM JITTERS	29.5	24.7	33.7	29.9	29.5	24.6	28.6	24.6	26.2	19.6
FELL ASLEEP WHILE STUDYING	5.8	3.5	6.1	3.8	6.0	3.4	5.8	4.2	5.4	3.3
MEMORIZED WITHOUT UNDERSTANDING	10.3	6.8	11.2	9.5	10.9	6.1	10.5	9.9	7.8	5.0
FAILED TO COMPLETE ASSIGNMENT	6.3	3.2	7.0	4.4	5.5	2.8	7.1	6.7	4.0	2.4
SHARED NOTES WITH OTHER STUDENTS	35.4	23.9	30.5	25.1	32.5	24.0	40.5	39.9	32.2	22.5
CHECKED WORK BEFORE SUBMITTING	85.4	79.2	81.1	75.1	84.4	81.2	88.0	76.5	85.7	80.8
DID WORK FOR EXTRA CREDIT	28.6	15.3	25.7	15.7	29.6	15.0	30.0	24.8	27.9	15.3
MADE UP AND TOOK OWN TEST	18.3	7.4	17.9	8.2	16.8	7.5	19.6	15.3	17.4	6.6
DAY DREAMED WHILE STUDYING	8.2	13.8	9.2	12.9	9.9	13.9	6.9	12.5	8.2	14.4
RECD LOWER GRADE THAN DESERVED	4.6	2.5	5.2	3.3	5.2	2.1	4.3	5.8	3.6	2.1
INCLUDED MINOR DETAILS IN NOTES	34.0	27.4	34.1	27.6	31.5	27.4	35.5	31.4	32.7	27.2
WASTED TIME IN BULL SESSIONS	8.8	13.5	9.4	15.8	9.7	12.9	8.9	15.1	6.9	11.9
ANALYZED OWN MISTAKES	67.2	60.2	64.7	52.5	67.0	62.7	48.0	58.2	68.5	64.7
READ TABLES CHARTS CAREFULLY	57.8	53.2	55.3	48.9	56.1	54.3	59.4	56.7	59.2	56.0
STUDIED WITH RADIO ON	20.2	20.7	20.8	21.1	20.8	20.4	19.6	23.8	20.0	20.7
STUDIED WITH T.V. ON	11.3	6.0	10.4	7.3	10.2	5.4	12.1	12.0	12.0	5.3
CLARIFIED WORK WITH INSTRUCTOR	59.1	44.3	50.1	40.9	61.3	46.1	62.3	59.3	59.9	45.5
AGREE STRONGLY OR SOMEWHAT										
STUDENT DESIGN OF CURRICULUM	90.7	89.7	88.2	90.2	91.1	88.9	91.1	92.2	92.0	90.2
PUBLISH ALL SCIENCE FINDINGS **	54.7	54.2	56.9	53.4	51.6	53.8	55.7	57.2	52.6	55.5
INDIVIDUAL CANNOT CHANGE SOCIETY	34.9	31.9	40.6	33.7	33.4	31.1	34.5	31.1	30.3	31.1
COLL CONTROL STDT BEHAV OFF CAMP	36.5	22.5	36.5	23.1	30.2	24.9	42.3	31.4	27.7	19.0
BENEFIT OF COLLEGE IS MONETARY**	70.7	57.1	75.9	68.9	65.1	52.0	73.3	67.5	63.7	51.7
BASE FACULTY PAY ON STDT EVAL **	60.6	63.3	62.6	61.1	56.7	63.0	61.7	61.9	59.2	65.9
MY BELIEFS ARE SIMILAR TO OTHERS	60.8	70.4	62.0	72.1	58.0	71.0	62.3	62.2	58.7	68.1
REGULATE STUDENT PUBLICATIONS **	68.7	55.7	73.2	64.3	58.7	54.4	74.0	59.5	60.1	48.9
MARIJUANA SHOULD BE LEGALIZED	17.5	19.5	20.7	17.0	18.7	18.8	15.7	30.1	16.5	22.9
LIMIT CARS TO REDUCE AIR POLLUT	43.3	45.5	46.9	44.1	43.4	46.2	42.2	50.0	41.1	45.9
URBAN PROBS REQUIRE MUCH MONEY	66.1	49.9	67.0	50.2	67.1	50.6	65.4	61.8	65.7	48.6
OUTLAW CIGARETTE ADVERTISING	36.9	41.3	39.4	41.3	36.0	42.8	37.9	38.3	32.5	39.5
COLLEGE HAS RIGHT TO BAN SPKR **	32.1	31.7	37.3	36.9	25.7	30.6	34.7	33.3	26.1	28.0
ARMY SHOULD BE VOLUNTARY	42.7	36.6	43.1	34.4	42.4	36.5	43.5	49.3	39.7	39.0
GIVE DISADVANTAGED PREF TRTMNT**	61.9	40.5	64.1	45.7	61.9	39.0	61.0	62.6	61.5	37.0
COLL TOO LAX ON STDT PROTEST **	39.9	55.3	46.7	58.9	34.5	55.1	41.3	45.3	33.9	52.2

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WEIGHTED NATIONAL NORMS FOR ENTERING COLLEGE FRESHMEN
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(FALL, 1968)

Item	All Institutions		Predominantly White Two-year Colleges		Predominantly White Four-year Colleges		Predominantly Negro Four-year Colleges		Predominantly White Universities	
	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack	Black	Nonblack
PERCENTAGE OF STUDENTS REPORTING THAT DURING THE PAST YEAR THEY										
VOTED IN STUDENT ELECTION (3)	**75.4	77.0	63.6	73.1	77.4	78.4	79.1	77.9	78.8	79.0
CAME LATE TO CLASS	**62.4	53.1	63.1	53.9	61.5	52.9	61.6	62.2	64.2	52.4
PLAYED A MUSICAL INSTRUMENT	**34.6	40.0	29.3	33.7	37.2	42.7	35.6	34.6	36.1	42.7
STUDIED IN THE LIBRARY (3)	**42.2	32.7	33.7	31.8	41.3	33.4	47.9	42.8	39.9	32.7
CHECKED OUT A LIBRARY BOOK (3)	**52.9	50.1	44.4	46.6	55.6	52.8	56.6	53.1	51.6	50.3
ARRANGED DATE FOR ANOTHER STDT	**43.5	50.2	41.1	52.7	39.9	48.2	47.0	53.2	41.3	50.3
OVERSLEPT AND MISSED A CLASS	**22.3	18.6	25.8	20.9	24.8	17.9	19.5	29.3	22.6	17.2
TYPED A HOMEWORK ASSIGNMENT(3)	**24.0	20.3	17.1	17.3	25.0	21.0	25.8	23.8	27.0	22.2
DISCUSSED FUTURE WITH PARENTS	42.7	38.2	39.4	36.6	42.0	39.9	43.8	39.7	45.1	37.8
WAS LATE WITH HOMEWORK ASSGNT	**64.5	61.1	66.8	65.7	68.1	59.7	61.6	72.3	64.6	58.2
ARGUED WITH TEACHER IN CLASS	**30.0	52.1	29.8	44.2	35.6	54.3	26.0	44.6	34.2	57.2
ATTENDED RELIGIOUS SERVICE	93.7	90.9	89.4	89.4	93.1	92.1	96.6	93.3	92.1	90.7
PROTESTED AGAINST VIETNAM WAR	6.7	4.5	8.9	3.4	7.2	5.0	6.0	9.6	4.9	4.7
PROTESTED AGAINST RACIAL DISCRIM	30.3	5.7	31.4	4.1	35.3	6.5	26.6	33.0	32.5	6.2
PROTESTED AGAINST SCHOOL ADMIN	26.0	15.5	20.7	13.3	30.1	16.6	26.5	28.7	26.6	16.3
DID EXTRA READING FOR CLASS(3)	**17.6	10.7	14.9	8.5	16.9	11.4	18.7	18.5	19.1	12.0
TOOK SLEEPING PILLS	**4.5	5.8	5.2	6.0	4.5	5.6	4.2	5.8	4.4	5.9
TUTORED ANOTHER STUDENT	**50.1	46.3	38.9	34.7	55.3	50.6	51.0	51.4	56.1	52.7
PLAYED CHESS	**21.3	42.0	21.5	38.4	24.6	42.5	17.4	38.8	27.4	44.9
READ POETRY NOT REQD FOR COURSE	65.7	55.5	54.0	48.0	66.1	59.0	71.1	65.7	66.0	58.6
TOOK A TRANQUILIZING PILL	**6.0	8.8	5.4	9.1	5.8	8.8	6.2	10.1	6.7	8.5
DISCUSSED RELIGION (3)	**25.1	29.6	18.9	23.0	30.8	33.1	24.7	34.2	28.0	31.7
TOOK VITAMINS	**61.7	58.9	63.1	59.3	62.9	59.8	60.9	61.4	60.7	57.5
VISITED ART GALLERY OR MUSEUM	**71.4	70.9	66.7	67.0	75.7	72.6	70.9	77.4	73.8	72.5
PART IN H.S. POLITICAL CAMPAIGN	48.3	42.7	32.6	34.1	49.9	45.5	54.8	48.6	49.0	47.7
PART IN OTHER POLITICAL CAMPAIGN	12.2	12.7	10.3	9.1	12.3	13.7	13.5	16.8	10.9	15.1
MISSED SCHL RECS OF ILLNESS(3)	**4.1	2.8	5.3	3.1	3.6	2.7	3.9	4.3	3.6	2.6
SMOKED CIGARETTES (3)	**10.4	15.9	14.0	21.1	8.9	13.4	9.6	21.4	9.2	13.9
DISCUSSED POLITICS (3)	**19.9	30.5	13.1	21.7	22.8	32.7	20.4	32.2	23.9	36.4
DRANK BEER	**39.7	53.1	43.8	56.2	39.1	50.5	38.0	55.9	39.4	53.2
DISCUSSED SPORTS (3)	**45.1	43.4	46.8	41.7	46.0	43.8	44.5	47.3	43.9	44.7
ASKED TEACHER FOR ADVICE (3)	**31.6	21.0	29.0	17.8	32.4	22.7	32.5	31.1	32.1	21.8
HAD VOCATIONAL COUNSELING	**65.4	60.0	60.9	63.0	62.8	59.9	48.0	59.8	67.3	57.0
STAYED UP ALL NIGHT	**54.3	57.5	54.7	58.5	59.8	56.2	49.2	63.2	61.0	58.1

**Note--Items indicated by ** are repeated as shown from the 1966 or 1967 survey.

(3)
Frequently only, all other items frequently plus occasionally.

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Appendix A: 1968 Student Information Form

1968 STUDENT INFORMATION FORM

819028

YOUR NAME (please print) _____
First Middle or Maiden Last

HOME STREET ADDRESS _____

_____
City State Zip Code (if known)

When were you born? Month (01-12) Day (01-31) Year

Your Social Security Number (please copy carefully)

DO NOT MARK THIS GRID

NOTE:
The information in this report is being collected for the American Council on Education as part of a continuing study of higher education. Your cooperation in this research will contribute to an understanding of how students are affected by their college experiences. Identifying information has been requested by the Council in order to make subsequent mail follow-up studies possible. Your responses will be held in the strictest professional confidence, and will be used only in group summaries for research purposes.

DIRECTIONS: Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

Use only black lead pencil (No. 2½ or softer). Make heavy black marks that fill the circle. Erase cleanly any answer you wish to change. Make no stray markings of any kind.

Example: Will marks made with ball pen or fountain pen be properly read? Yes ○ No ●

1. Your Sex: Male ○ Female ○

2. How old will you be on December 31 of this year? (Mark one)
   - 16 or younger ○
   - 17 ○
   - 18 ○
   - 19 ○
   - 20 ○
   - 21 ○
   - Older than 21 ○

3. What was your average grade in secondary school? (Mark one)
   - A or A+ ○
   - A– ○
   - B+ ○
   - B ○
   - B– ○
   - C+ ○
   - C ○
   - D ○

4. To how many colleges other than this one did you actually apply for admission? From how many did you receive acceptances? (Mark one in each column)

	Applications	Acceptances
No other	○	○
One	○	○
Two	○	○
Three	○	○
Four	○	○
Five	○	○
Six or more	○	○

5. Mark one:
   - This is the first time I have enrolled in college as a freshman. ○
   - I came to this college from a junior college ○
   - I came to this college from a four-year college or university ○

6. The following questions deal with accomplishments that might possibly apply to your high school years. Do not be discouraged by this list; it covers many areas of interest and few students will be able to say "yes" to many items. (Mark all that apply)

	Yes
Was elected president of one or more student organizations (recognized by the school)	○
Received a high rating (Good, Excellent) in a state or regional music contest	○
Participated in a state or regional speech or debate contest	○
Had a major part in a play	○
Won a varsity letter (sports)	○
Won a prize or award in an art competition	○
Edited the school paper, yearbook, or literary magazine	○
Had poems, stories, essays, or articles published	○
Participated in a National Science Foundation summer program	○
Placed (first, second, or third) in a state or regional science contest	○
Was a member of a scholastic honor society	○
Won a Certificate of Merit or Letter of Commendation in the National Merit Program	○

7. What is the highest academic degree that you intend to obtain? (Mark one)
   - None ○
   - Associate (or equivalent) ○
   - Bachelor's degree (B.A., B.S., etc.) ○
   - Master's degree (M.A., M.S., etc.) ○
   - Ph.D. or Ed.D. ○
   - M.D., D.D.S., or D.V.M. ○
   - LL.B. or J.D. ○
   - B.D. ○
   - Other ○

8. Do you have any concern about your ability to finance your college education? (Mark one)
   - None (I am confident that I will have sufficient funds) ○
   - Some concern (but I will probably have enough funds) ○
   - Major concern (not sure I will be able to complete college) ○

9. Are you a twin? (Mark one)
   - No ○
   - Yes, identical ○
   - Yes, fraternal same sex ○
   - Yes, fraternal opposite sex ○

10. Through what source do you intend to finance the first year of your undergraduate education? (Mark one in each row)

	Major Source	Minor Source	Not a Source
Personal savings and/or employment	○	○	○
Parental or other family aid	○	○	○
Repayable loan	○	○	○
Scholarship, grant, or other gift	○	○	○

11. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	○	○
Some high school	○	○
High school graduate	○	○
Some college	○	○
College degree	○	○
Postgraduate degree	○	○

12. What is your best estimate of the total income last year of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes. (Mark one)

Less than $4,000 ○	$15,000-$19,999 ○
$4,000-$5,999 ○	$20,000-$24,999 ○
$6,000-$7,999 ○	$25,000-$29,999 ○
$8,000-$9,999 ○	$30,000 or more ○
$10,000-$14,999 ○	

13. What is your racial background? (Mark one)

Caucasian ○	Negro ○	American Indian ○
Oriental ○	Other ○	

14. Mark one in each column:

	Religion in Which You Were Reared	Your Present Religious Preference
Protestant	○	○
Roman Catholic	○	○
Jewish	○	○
Other	○	○
None	○	○

15. How would you rate the academic standards of your high school? (Mark one)

- Very high ○
- Fairly high ○
- About average ○
- Probably below average ○
- Definitely below average ○

16. Where did you rank academically in your high school graduating class? (Mark one)

Top 1% ○	Top 10% ○	Top Quarter ○
2nd Quarter ○	3rd Quarter ○	4th Quarter ○

17. Where did you live for most of the time while you were growing up?

- On a farm ○
- In a small town ○
- In a moderate size town or city ○
- In a suburb of a large city ○
- In a large city ○

18. During the past year in school, how often did the following statements apply to you? (Mark one in each row)

	Always	Usually	Sometimes	Rarely or Never
Turned in assigned work on time	○	○	○	○
Had trouble concentrating on assignments	○	○	○	○
Kept my desk or study place neat	○	○	○	○
Was too bored to study	○	○	○	○
Outlined the main points of a reading assignment	○	○	○	○
Made careless mistakes on a test	○	○	○	○
Did my homework at the same time every day	○	○	○	○
Studied alone	○	○	○	○
Put off starting my homework	○	○	○	○
Got "exam jitters"	○	○	○	○
Fell asleep while studying	○	○	○	○
Memorized facts or formulas without understanding them	○	○	○	○
Quit before completing a difficult assignment	○	○	○	○
Shared or reviewed notes with other students	○	○	○	○
Checked my work before turning in a paper or test	○	○	○	○
Did unrequired work for extra credit	○	○	○	○
Made-up and took my own test for practice	○	○	○	○
Daydreamed while studying	○	○	○	○
Got a lower grade than I deserved in a test or assignment	○	○	○	○
Included minor details when taking notes	○	○	○	○
Wasted too much time on bull sessions	○	○	○	○
Analyzed my mistakes to be sure I understood what was wrong	○	○	○	○
Carefully went over diagrams or tables in the textbook	○	○	○	○
Studied with the radio or record player on	○	○	○	○
Studied with the TV on	○	○	○	○
Clarified assignments with an instructor	○	○	○	○

19. What is your best guess as to the chances that you will: (Mark one in each row)

	Very Good Chance	Some Chance	Very Little Chance	No Chance
Get married while in college?	○	○	○	○
Get married within a year after college?	○	○	○	○
Obtain an A- or better over-all grade point average?	○	○	○	○
Change major field?	○	○	○	○
Change career choice?	○	○	○	○
Fail one or more courses?	○	○	○	○
Graduate with honors?	○	○	○	○
Be elected to a student office?	○	○	○	○
Join a social fraternity, sorority, or club?	○	○	○	○
Author or co-author a published article?	○	○	○	○
Be elected to an academic honor society?	○	○	○	○
Participate in student protests or demonstrations?	○	○	○	○
Drop out of this college temporarily (exclude transferring)?	○	○	○	○
Drop out permanently (exclude transferring)?	○	○	○	○
Transfer to another college before graduating?	○	○	○	○

20. Mark one in each column:

	Your current home state	Your birthplace	Your father's birthplace	Your mother's birthplace
Alabama	○	○	○	○
Alaska	○	○	○	○
Arizona	○	○	○	○
Arkansas	○	○	○	○
California	○	○	○	○
Colorado	○	○	○	○
Connecticut	○	○	○	○
Delaware	○	○	○	○
D.C.	○	○	○	○
Florida	○	○	○	○
Georgia	○	○	○	○
Hawaii	○	○	○	○
Idaho	○	○	○	○
Illinois	○	○	○	○
Indiana	○	○	○	○
Iowa	○	○	○	○
Kansas	○	○	○	○
Kentucky	○	○	○	○
Louisiana	○	○	○	○
Maine	○	○	○	○
Maryland	○	○	○	○
Massachusetts	○	○	○	○
Michigan	○	○	○	○
Minnesota	○	○	○	○
Mississippi	○	○	○	○
Missouri	○	○	○	○
Montana	○	○	○	○
Nebraska	○	○	○	○
Nevada	○	○	○	○
New Hampshire	○	○	○	○
New Jersey	○	○	○	○
New Mexico	○	○	○	○
New York	○	○	○	○
North Carolina	○	○	○	○
North Dakota	○	○	○	○
Ohio	○	○	○	○
Oklahoma	○	○	○	○
Oregon	○	○	○	○
Pennsylvania	○	○	○	○
Rhode Island	○	○	○	○
South Carolina	○	○	○	○
South Dakota	○	○	○	○
Tennessee	○	○	○	○
Texas	○	○	○	○
Utah	○	○	○	○
Vermont	○	○	○	○
Virginia	○	○	○	○
Washington	○	○	○	○
West Virginia	○	○	○	○
Wisconsin	○	○	○	○
Wyoming	○	○	○	○
Canada	○	○	○	○
Latin America	○	○	○	○
Europe	○	○	○	○
Asia	○	○	○	○
Other	○	○	○	○

21. Mark only three responses, one in each column.

Your probable career occupation. (Y)
Your father's occupation. (F)
Your mother's occupation. (M)

NOTE: If your father (or mother) is deceased, please indicate his (her) last occupation.

	Y	F	M
Accountant or actuary	Y	F	M
Actor or entertainer	Y	F	M
Architect	Y	F	M
Artist	Y	F	M
Business (clerical)	Y	F	M
Business executive (management, administrator)	Y	F	M
Business owner or proprietor	Y	F	M
Business salesman or buyer	Y	F	M
Clergyman (minister, priest)	Y	F	M
Clergy (other religious)	Y	F	M
Clinical psychologist	Y	F	M
College teacher	Y	F	M
Computer programmer	Y	F	M
Conservationist or forester	Y	F	M
Dentist (including orthodontist)	Y	F	M
Dietitian or home economist	Y	F	M
Engineer	Y	F	M
Farmer or rancher	Y	F	M
Foreign service worker (including diplomat)	Y	F	M
Housewife	Y	F	M
Interior decorator (including designer)	Y	F	M
Interpretor (translator)	Y	F	M
Lab technician or hygienist	Y	F	M
Law enforcement officer	Y	F	M
Lawyer (attorney)	Y	F	M
Military service (career)	Y	F	M
Musician (performer, composer)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Pharmacist	Y	F	M
Physician	Y	F	M
School counselor	Y	F	M
School principal or superintendent	Y	F	M
Scientific researcher	Y	F	M
Social worker	Y	F	M
Statistician	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Teacher (elementary)	Y	F	M
Teacher (secondary)	Y	F	M
Veterinarian	Y	F	M
Writer or journalist	Y	F	M
Skilled trades	Y	F	M
Other	Y		
Undecided	Y		
Laborer (unskilled)		F	M
Semi-skilled worker		F	M
Other occupation		F	M
Unemployed		F	

22. Below is a list of 66 different undergraduate major fields grouped into general categories. Mark only three of the 66 fields as follows:

(1) First choice (your probable major field of study).
(2) Second choice.
(L) The field of study which is least appealing to you.

ARTS AND HUMANITIES

	1	2	L
Architecture	1	2	L
English (literature)	1	2	L
Fine arts	1	2	L
History	1	2	L
Journalism (writing)	1	2	L
Language (modern)	1	2	L
Language (other)	1	2	L
Music	1	2	L
Philosophy	1	2	L
Speech and drama	1	2	L
Theology	1	2	L
Other	1	2	L

BIOLOGICAL SCIENCE

	1	2	L
Biology (general)	1	2	L
Biochemistry	1	2	L
Biophysics	1	2	L
Botany	1	2	L
Zoology	1	2	L
Other	1	2	L

BUSINESS

	1	2	L
Accounting	1	2	L
Business admin	1	2	L
Electronic data processing	1	2	L
Secretarial studies	1	2	L
Other	1	2	L

ENGINEERING

	1	2	L
Aeronautical	1	2	L
Civil	1	2	L
Chemical	1	2	L
Electrical	1	2	L
Industrial	1	2	L
Mechanical	1	2	L
Other	1	2	L

PHYSICAL SCIENCE

	1	2	L
Chemistry	1	2	L
Earth science	1	2	L
Mathematics	1	2	L
Physics	1	2	L
Statistics	1	2	L
Other	1	2	L

PROFESSIONAL

	1	2	L
Health Technology (medical, dental, laboratory)	1	2	L
Nursing	1	2	L
Pharmacy	1	2	L
Predentistry	1	2	L
Prelaw	1	2	L
Premedical	1	2	L
Preveterinary	1	2	L
Therapy (occupat., physical, speech)	1	2	L
Other	1	2	L

SOCIAL SCIENCE

	1	2	L
Anthropology	1	2	L
Economics	1	2	L
Education	1	2	L
History	1	2	L
Political science (government, int. relations)	1	2	L
Psychology	1	2	L
Social work	1	2	L
Sociology	1	2	L
Other	1	2	L

OTHER FIELDS

	1	2	L
Agriculture	1	2	L
Communications (radio, T.V., etc.)	1	2	L
Electronics (technology)	1	2	L
Forestry	1	2	L
Home economics	1	2	L
Industrial arts	1	2	L
Library science	1	2	L
Military science	1	2	L
Physical education and recreation	1	2	L
Other (technical)	1	2	L
Other (nontechnical)	1	2	L
Undecided	1	2	L

Please be sure that only three circles have been marked in the above list.

2

23. Below is a general list of things that students sometimes do. Indicate which of these things you did during the past year in school. If you engaged in an activity frequently, mark "F." If you engaged in an activity one or more times, but not frequently, mark "O" (occasionally). Mark "N" (not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Voted in a student election	F	O	N
Came late to class	F	O	N
Played a musical instrument	F	O	N
Studied in the library	F	O	N
Checked out a book or journal from the school library	F	O	N
Arranged a date for another student	F	O	N
Overslept and missed a class or appointment	F	O	N
Typed a homework assignment	F	O	N
Discussed my future with my parents	F	O	N
Failed to complete a homework assignment on time	F	O	N
Argued with a teacher in class	F	O	N
Attended a religious service	F	O	N
Participated in a demonstration against the war in Viet Nam	F	O	N
Participated in a demonstration against racial discrimination	F	O	N
Participated in a demonstration against some administrative policy of my school	F	O	N
Did extra (unassigned) reading for a course	F	O	N
Took sleeping pills	F	O	N
Tutored another student	F	O	N
Played chess	F	O	N
Read poetry not connected with a course	F	O	N
Took a tranquilizing pill	F	O	N
Discussed religion	F	O	N
Took vitamins	F	O	N
Visited an art gallery or museum	F	O	N
Worked in a school political campaign	F	O	N
Worked in a local, state, or national political campaign	F	O	N
Missed school because of illness	F	O	N
Smoked cigarettes	F	O	N
Discussed politics	F	O	N
Drank beer	F	O	N
Discussed sports	F	O	N
Asked a teacher for advice after class	F	O	N
Had vocational counseling	F	O	N
Stayed up all night	F	O	N

24. Indicate the importance to you personally of the following persons or events in your decision to enroll in this college. (Mark one for each item)

	Major Influence	Minor Influence	Not Relevant
Parent or other relative	O	O	O
High school teacher or counselor	O	O	O
Friends attending this college	O	O	O
Graduate or other representative from this college	O	O	O
Professional counseling or college placement service	O	O	O
Athletic program of the college	O	O	O
Other extracurricular activities	O	O	O
Social life of the college	O	O	O
Opportunity to live away from home	O	O	O
Low cost	O	O	O
Academic reputation of the college	O	O	O
Most of the students are like me	O	O	O
Religious affiliation	O	O	O

25. Indicate the importance to you personally of each of the following: (Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority on a special subject in my subject field	E	V	S	N
Obtaining recognition from my colleagues for contributions in my special field	E	V	S	N
Becoming an accomplished musician (performer or composer)	E	V	S	N
Becoming an expert in finance and commerce	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well-off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Participating in an organization like the Peace Corps or Vista	E	V	S	N
Becoming an outstanding athlete	E	V	S	N
Becoming a community leader	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Never being obligated to people	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Keeping up to date with political affairs	E	V	S	N
Being successful in a business of my own	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N

26. Mark one in each row: Agree strongly / Agree somewhat / Disagree somewhat / Disagree strongly

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
Students should have a major role in specifying the college curriculum	O	O	O	O
Scientists should publish their findings regardless of the possible consequences	O	O	O	O
Realistically, an individual person can do little to bring about changes in our society	O	O	O	O
College officials have the right to regulate student behavior off campus	O	O	O	O
The chief benefit of a college education is that it increases one's earning power	O	O	O	O
Faculty promotions should be based in part on student evaluations	O	O	O	O
My beliefs and attitudes are similar to those of most other students	O	O	O	O
Student publications should be cleared by college officials	O	O	O	O
Marijuana should be legalized	O	O	O	O
Current levels of air pollution in large cities justify the use of drastic measures to limit the use of motor vehicles	O	O	O	O
Urban problems cannot be solved without huge investments of Federal money	O	O	O	O
Cigarette advertising should be outlawed on radio and TV	O	O	O	O
College officials have the right to ban persons with extreme views from speaking on campus	O	O	O	O
Only volunteers should serve in the armed forces	O	O	O	O
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	O	O	O	O
Most college officials have been too lax in dealing with student protests on campus	O	O	O	O

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